

Instructions For
A Complete Family File

With Suggestions For Lessons And Activities

A complete Family File can be used to help you plan lessons and activities to do with homemakers and families enrolled in the Expanded Food and Nutrition Education Program. You can also use it to show the changes your homemakers have made. Combining information from all the aides in your county can show the effect the Expanded Food and Nutrition Program is having in your county. Information from across the state can show the effect on EFNEP in Washington.

A complete Family File contains:

1. Family Record - Part A (front of orange form) C-0563
2. Family Record - Part B, The Homemakers Food Recall (back of orange form or C-0561.) There might be several Food Recalls if the family has been enrolled for sometime. These are filled out every six months.
3. Food Behavior Checklist (the family file folder) C-0501.
4. Teaching Record or Contact Record - C-0142.
5. Food and Nutrition Tally Sheet - C-0503.

Instructions for filling out the forms and records are in 2 books:

1. Instructions for Family Record. HE-51 (Revised 8-78) (orange booklet)
2. Instructions for A Complete Family File with Suggestions for Lessons and Activities. EM 4116 (this green and yellow booklet)

You also have two handy scoring tables:

1. Scoring table for the Twenty-Four Hour Diet Recall. C-0500
2. Scoring table for the Food Behavior Checklist. C-0502

To make a complete family file you need very little information beyond what you probably already know about your homemakers. And very little arithmetic is needed. You'll need to check some blocks, count, do one addition and use the tables to find some scores.

Scoring The Twenty-Four-Hour Diet

This table helps you find a score--from 0 to 100--for the diet a homemaker reports on the Twenty-Four-Hour Food Recall. The score is based on the number of servings within the four food groups--the data your supervisor recorded on Family Record, Part B, in blocks 7, 8, 9, and 10.

Use the table to score a homemaker's reported diet each time you collect food recall data.

Let's assume that a homemaker reported the following numbers:

- 0 milk servings
- 1 meat serving
- 1 fruit/vegetable serving
- 2 bread/cereal servings

To score this diet, find the area for 0 milk servings--the large block at the far left of the table. Now, find the column for 1 meat serving--the middle column in the block. In that column, find the smaller block for 1 fruit/vegetable serving. Now, find the line that indicates 2 bread/cereal servings. The bold number at the right--25--is the Twenty-Four-Hour Diet Score for a "0-1-1-2" diet.

Try another diet pattern:

- 2 milk servings
- 2 meat servings
- 2 fruit/vegetable servings
- 3 bread/cereal servings

You should find a score of 82 for this diet.

Any combination within the "2-2-4-4" scoring limit is in the table.

Put the score on the bottom of the Food Recall and on the Tally Sheet.

To find the Twenty-four Hour Diet score:

1. Select the appropriate table (below) on the basis of the number of milk servings reported in Item 7, FAMILY RECORD-B (0, 1, **2** or more). NOTE: Circled numbers (**2**, **4**) are the highest score possible in a food group. For number of servings larger than the circled number, use the circled number. Example, for 3 servings of milk, use the **2** MILK SERVINGS table.
2. Select the proper column of the table on the basis of the number of meat servings reported in Item 8.
3. Select the proper area of the table on the basis of the number of vegetable/fruit servings reported in Item 9 (0, 1, 2, 3, **4** or more).
4. Find the proper line of the table on the basis of the number of bread/cereal servings reported in Item 10.

The number to the right of this (in type style "74") is the Twenty-four Hour Diet score. Enter the diet score at the appropriate "months in program" time on the homemaker's FOOD AND NUTRITION PROGRESSION RECORD.

0 MILK SERVINGS								
0 MEAT SERVINGS			1 MEAT SERVING			2 MEAT SERVINGS		
Veg. Fruit	Bread Cereal	Score	Veg. Fruit	Bread Cereal	Score	Veg. Fruit	Bread Cereal	Score
0	0	0	0	0	3	0	0	6
	1	2		1	10		1	14
	2	4		2	12		2	17
	3	6		3	15		3	25
	4	8		4	23		4	29
1	0	2	1	0	10	1	0	14
	1	9		1	22		1	27
	2	11		2	25		2	35
	3	13		3	33		3	39
	4	21		4	37		4	43
2	0	4	2	0	12	2	0	17
	1	11		1	25		1	35
	2	13		2	33		2	39
	3	21		3	37		3	43
	4	25		4	41		4	47
3	0	6	3	0	15	3	0	25
	1	13		1	33		1	39
	2	21		2	37		2	43
	3	25		3	41		3	47
	4	29		4	45		4	60
4	0	8	4	0	23	4	0	29
	1	21		1	37		1	43
	2	25		2	41		2	47
	3	29		3	45		3	60
	4	33		4	58		4	65

1 MILK SERVING								
0 MEAT SERVINGS			1 MEAT SERVING			2 MEAT SERVINGS		
Veg. Fruit	Bread Cereal	Score	Veg. Fruit	Bread Cereal	Score	Veg. Fruit	Bread Cereal	Score
0	0	3	0	0	11	0	0	16
	1	10		1	24		1	29
	2	12		2	27		2	37
	3	15		3	35		3	41
	4	23		4	39		4	45
1	0	10	1	0	24	1	0	29
	1	22		1	42		1	52
	2	25		2	50		2	56
	3	33		3	54		3	60
	4	37		4	58		4	64
2	0	12	2	0	27	2	0	37
	1	25		1	50		1	56
	2	33		2	56		2	62
	3	37		3	60		3	66
	4	41		4	64		4	79
3	0	15	3	0	35	3	0	41
	1	33		1	54		1	60
	2	37		2	60		2	66
	3	41		3	64		3	79
	4	45		4	77		4	85
4	0	23	4	0	39	4	0	45
	1	37		1	58		1	64
	2	41		2	64		2	79
	3	45		3	77		3	85
	4	58		4	82		4	91

2 MILK SERVINGS								
0 MEAT SERVINGS			1 MEAT SERVING			2 MEAT SERVINGS		
Veg. Fruit	Bread Cereal	Score	Veg. Fruit	Bread Cereal	Score	Veg. Fruit	Bread Cereal	Score
0	0	6	0	0	16	0	0	21
	1	14		1	29		1	39
	2	17		2	37		2	43
	3	25		3	41		3	47
	4	29		4	45		4	51
1	0	14	1	0	29	1	0	39
	1	27		1	52		1	58
	2	35		2	56		2	62
	3	39		3	60		3	66
	4	43		4	64		4	80
2	0	17	2	0	37	2	0	43
	1	35		1	56		1	62
	2	39		2	62		2	68
	3	43		3	66		3	82
	4	47		4	79		4	88
3	0	25	3	0	41	3	0	47
	1	39		1	60		1	66
	2	43		2	66		2	82
	3	47		3	79		3	88
	4	60		4	85		4	94
4	0	29	4	0	45	4	0	51
	1	43		1	64		1	80
	2	47		2	79		2	88
	3	60		3	85		3	94
	4	65		4	91		4	100

Checking the Food Behavior Checklist C-0502

The Food Behavior Checklist is a list of the skills and facts that help homemakers provide nutritious foods to their families on the limited budget. The statements are based on the program objectives and relate to the materials you use to teach your homemakers.

The checklist has five big areas:

- Knowledge of nutrition
- Food purchase
- Food storage and sanitation
- Food and meal planning
- Food preparation

In each of these areas are specific things you expect homemakers to learn to do. For example, in the area of food purchase, you teach homemakers to "plan before grocery shopping." In food storage and sanitation, you teach your homemakers to "store perishable foods safely." The Food Behavior Checklist, then, helps you see what each homemaker is doing in the areas in which you teach. As with the Twenty-Four-Hour Diet score, you can get a score somewhere between 0 to 100 for the Food Behavior Checklist.

There are four answers for each of the checklist statements, indicated by the four blocks labeled "NA," "DK," "Yes," and "No" at the right of the statements.

NA Not Applicable. (For example, an urban homemaker as no spot for a garden. There is no need to teach this topic.)

DK Don't Know. (I have never discussed this area with the homemaker or seen any indication of how it is handled. I need to find out more about this.)

Yes Homemaker does this. . . . (Yes, the homemaker does this regularly. I do not need to teach this.)

No Homemaker doesn't do this. . . (No, this is never done, or it is done so infrequently that it really doesn't contribute to what the family eats or the way food is handled. I do need to teach this to the homemaker.)

To score the Food Behavior Checklist follow these steps:

1. Enter the homemaker's name and number.
2. Enter your name and the date.
3. Go through the list, item by item, after the working visit and check the appropriate "NA," "DK," "Yes," or "No" blocks.
4. Count the number of "NA's" and enter this number in the Total NA block at the bottom of the appropriate column.
5. Count the "DK's," "Yes's," and "No's" and enter these numbers in the correct blocks.
6. Add the "Yes" and "No" scores and enter this number on the "Total Yes + No" line.

Now you are ready to find the homemaker's Food Behavior Checklist score. To do this, use the C-0502 Revised Scoring Table for the Food Behavior Checklist. When you have found the homemaker's score, enter it on the Food Behavior Checklist score line.

Scoring the Food Behavior Checklist

Use scoring table for the Food Behavior Checklist C-0502.

To find the homemaker's Food Behavior Checklist score, you need only the "Yes" score and the sum of "Yes" and "No" scores. Let's assume that "Yes" = 19 and "Yes + No" = 31. Find the "Yes = 19" row at the far left of the table. Then, find the "Yes + No = 31" column at the top of the table. Run your fingers along the indicated row and column (or draw light pencil lines) until they meet. The number contained in the block--61 in this instance--is the score. This is an average score.

Try another set: "Yes = 30" and "Yes + No = 33." To find this score, follow the same steps. You should find a score of 91 for this homemaker--a very high score.

Note that, on the Scoring Table, the "Yes + No" values stop at 15. If you can't determine that a homemaker does or does not exhibit behavior on at least 15 items, you will have to learn more about her food behaviors to score the checklist.

HOMEMAKER NAME	NUMBER	AIDE	DATE OF ENROLLMENT
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FOOD BEHAVIOR CHECKLIST

INSTRUCTIONS

1. For each question put a check (✓) in the appropriate block indicating Homemaker's behavior.
2. Count the number of checks (✓) in each column (NA, DK, YES, NO) and enter totals below.
3. Add the "YES" scores to the "NO" scores and enter the sum on the appropriate line.
4. Refer to SEA Form 173 (SCORING TABLE) and enter the scores on the bottom line of this form.
5. Copy the dates and scores onto the bottom two lines of the FOOD AND NUTRITION PROGRESSION RECORD (SEA Form 271) under the appropriate months in program time.

	DATE				DATE				DATE				DATE				DATE			
	NA = Not applicable YES = Homemaker does this		DK = Don't know NO = Homemaker doesn't do this		FIRST		SECOND		THIRD		FOURTH		FIFTH							
KNOWLEDGE OF NUTRITION																				
1. Can name the number of servings from each food group appropriate for his/her needs and those of each family member. (For example, adults need 2 servings of milk, children need 3-4 servings.)	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO
2. Can name two foods from each of the food groups.																				
3. Can describe the recommended serving size of a food in each food group. (For example, one slice of bread, 8 oz. of milk, 2-3 oz. of meat, 1/2 cup cooked vegetables.)																				
4. Can name at least one good source each of Vitamin A, Vitamin C, Calcium and Iron.																				
5. Can name at least one example of a high and low calorie food in each food group.																				
FOOD PURCHASE																				
6. Plans before food shopping in at least two of the following ways: makes a list; writes a menu; checks food advertisements for store specials; checks supply of food in the house.	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO
7. Stretches the food dollar using at least two of the following: compares food prices; uses nonfat dry milk; uses store brands or plain-label products when they are cheaper; buys day-old bread; buys specials; uses free or reduced price food.																				
8. Knows how to obtain food stamps and does so when family needs them.																				
9. Budgets food money and/or food stamps so the family has enough food throughout pay period.																				
10. Buys food in amounts to meet needs and gets the best buy in terms of unit price and cost per serving.																				
11. Uses one or more free or cheaper sources of food such as home grown food, wild game, fresh fish, edible plants and berries or exchanges work for food (barter system).																				
12. Grows vegetables for family use.																				
FOOD STORAGE AND SANITATION																				
13. Stores perishable foods safely and keeps hot food hot and cold food cold.	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO
14. Keeps dishes, utensils, appliances and cabinets clean.																				
15. Stores non-perishable foods properly.																				
16. Disposes of garbage promptly.																				
17. Uses recommended food preservation methods for canning, freezing and drying.																				
18. Practices proper control methods for insects, rodents and pets in the kitchen.																				
FOOD AND MEAL PLANNING																				
19. Schedules meals around activities of family members.	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO
20. Provides family members with servings and amounts as recommended by the food guide.																				
21. Serves a variety of foods from each food group daily.																				
22. Serves food each day which are good sources of iron.																				
23. Provides nutritious snacks when needed.																				
24. Serves whole grain bread and cereals daily.																				
25. Serves Vitamin A and C food to meet needs.																				
26. Watches food intake of overweight and underweight family members.																				
27. Plans ways to provide breakfast to family.																				
FOOD PREPARATION																				
28. Conserves nutrient value of food in three of the following ways: uses small amounts of liquid for fruit/vegetable cookery; uses appropriate cooking times and temperatures; retains cooking liquid for future uses; avoids rinsing rice and noodle products before and after cooking.	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO	NA	DK	YES	NO
29. Can follow recipe. (Can measure and mix according to directions and obtain an acceptable finished product.)																				
30. Makes an effort to serve nutritional food that family enjoys.																				
31. Prepares food to use edible parts and avoid waste. (For example, removes a minimum of flesh when peeling; prepares amount family will eat or plans for and uses leftovers.)																				
32. Conserves fuel energy in cooking practices and food handling. (For example, bakes several things at once; does not let water run needlessly; efficiently uses range top burners.)																				
33. Practices at least three methods of serving/cooking vegetables and fruits, including a low calorie method.																				
34. Practices at least three methods of cooking meat or meat substitutes, including a low calorie method.																				
35. Practices at least three methods of serving/preparing dairy products, including a low calorie method.																				
TOTAL																				
YES + NO																				
SCORE																				

SCORING TABLE FOR FOOD BEHAVIOR CHECKLIST

To find the food behavior score:

1. Enter the table at the line indicating the number of **YES** responses.
2. Holding your left finger at that line, locate the column indicating the sum of **YES + NO** responses. With your right finger, follow this column down the page to the point where the **YES** row and the **YES + NO** column intersect. The number in the block is the food behavior score.

EXAMPLE: YES = 19, YES + NO = 31. The food behavior score is 61.

NOTE: If you have scored fewer than 15 checklist questions, you do not have a scorable record. See your supervisor for guidance.

Enter the food behavior score in the scoring block on the **FOOD BEHAVIOR CHECKLIST** at the appropriate "months program" time on the homemaker's **FOOD AND NUTRITION PROGRESSION RECORD**.

		YES + NO																																					
		30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	*						
30	100																																						
29	97	100																																					
28	94	97	100																																				
27	91	94	97	100																																			
26	89	91	94	97	100																																		
25	86	88	91	94	97	100																																	
24	83	85	88	91	94	97	100																																
23	80	82	85	88	90	93	97	100																															
22	77	79	82	84	87	90	93	96	100																														
21	74	76	79	81	84	87	90	93	96	100																													
20	71	74	76	78	81	83	86	89	93	96	100																												
19	69	71	73	75	77	80	83	86	89	92	96	100																											
18	66	68	70	72	74	77	79	82	85	88	92	96	100																										
17	63	65	67	69	71	73	76	79	81	85	88	92	96	100																									
16	60	62	64	66	68	70	72	75	78	81	84	88	91	95	100																								
15	57	59	61	63	65	67	69	71	74	77	80	83	87	91	95	100																							
14	54	56	58	59	61	63	66	68	70	73	76	79	83	86	90	95	100																						
13	51	53	55	56	58	60	62	64	67	69	72	75	78	82	86	90	95	100																					
12	49	50	52	53	55	57	59	61	63	65	68	71	74	77	81	85	89	94	100																				
11	46	47	48	50	52	53	55	57	59	62	64	67	70	73	76	80	84	88	94	100																			
10	43	44	45	47	48	50	52	54	56	58	60	63	65	68	71	75	79	83	88	94	100																		
9	40	41	42	44	45	47	48	50	52	54	56	58	61	64	67	70	74	78	82	88	93	*																	
8	37	38	39	41	42	43	45	46	48	50	52	54	57	59	62	65	68	72	76	81	87	*																	
7	34	35	36	38	39	40	41	43	44	46	48	50	52	55	57	60	63	67	71	75	80	*																	
6	31	32	33	34	35	37	38	39	41	42	44	46	48	50	52	55	58	61	65	69	73	*																	
5	29	29	30	31	32	33	34	36	37	38	40	42	43	45	48	50	53	56	59	63	67	*																	
4	26	26	27	28	29	30	31	32	33	35	36	38	39	41	43	45	47	50	53	56	60	*																	
3	23	24	24	25	26	27	28	29	30	31	32	33	35	36	38	40	42	44	47	50	53	*																	
2	20	21	21	22	23	24	25	26	27	28	29	30	32	33	35	37	39	41	44	47	50	*																	
1	17	18	18	19	19	20	21	21	22	23	24	25	26	27	29	30	32	33	35	38	40	*																	
0	14	15	15	16	16	17	17	18	19	19	20	21	22	23	24	25	26	28	29	31	33	*																	
0	11	12	12	13	13	13	14	14	15	15	16	17	17	18	19	20	21	22	24	25	27	*																	
0	9	9	9	9	10	10	10	11	11	12	12	13	13	14	14	15	16	17	18	19	20	*																	
0	6	6	6	6	6	7	7	7	7	8	8	8	9	9	10	10	11	11	12	13	13	*																	
0	3	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	6	6	6	7	*																	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*																	

*See your supervisor for guidance.

Completing the Tally Sheet - C-0503

The Tally Sheet gives you a summary of your work with homemakers.

You can look down the sheet and quickly see the progress your homemakers have made on improving their diet and in changing their food behavior. You will also quickly see the number of visits you have made with the family. To fill out the Tally Sheet:

1. Enter the Dietary score.
2. Write in the Food Recall Pattern. This way you'll know if your homemaker is eating too much.
3. Enter the scores of the Food Behavior Checklist.
4. Put down the dates of your home visits with the family. If you call on the family, but no one is home or the homemaker refuses to let you in that day write down the date and circle it. This will help you know quickly if you are making successful visits or making a lot of visits that are not worth your time.

FOOD AND NUTRITION TALLY

Homemaker Name _____ Number _____ Date Enrolled _____

Aide Name _____

	1st	2nd	3rd	4th	5th
Date					
24-Hour Diet Score					
Food Recall Pattern					

Date					
Food Behavior Checklist Score					

Home Visit Dates

SUGGESTIONS FOR LESSONS AND ACTIVITIES
TO HELP YOU KNOW YOUR HOMEMAKERS

THE ORIENTATION PERIOD

What Is the Orientation Period?

The orientation period with homemakers in the Expanded Food and Nutrition Education Program is the first weeks following their enrollment in the program. This time allows you to set the stage for all your future work with the homemaker. During the orientation period, you need to complete the first Twenty-Four-Hour Dietary Recall and the first Food Behavior Checklist.

What To Do During the Orientation Period?

Get Acquainted. You and the homemaker should get acquainted and plan for the coming months. Plan your first lessons so that you can find out what the homemaker already knows and does and get accurate information for your first Dietary Recall and the First Food Behavior Checklist. You want the first scores to reflect a homemaker's practices and knowledge before you teach her anything.

Visit Frequently. Schedule visits as frequently as possible during the orientation period. Visits once each week would be ideal, but some homemakers may prefer less frequent ones. Research shows that the first months a homemaker participates in EFNEP are likely to be the most "teachable" months. Therefore, we want to offer as many learning opportunities as possible.

Carefully Select Learning Experiences. During the orientation period, it is important to plan lessons and activities in each of the areas on the Food Behavior Checklist. Those areas are knowledge of nutrition, food purchase, food storage and sanitation, food and meal planning, and food pre-

paration. By planning activities in each of these areas you'll be able to give the homemaker an overview of the different types of lessons you'll be studying together and give yourself the opportunity to observe the answers to the Food Behavior Checklist. When you are able to obtain answers to the Food Behavior Checklist quickly you can decide, with the homemaker, which areas need to be taught first.

The activities discussed here have been selected for the orientation period. They allow you to fully acquaint the homemaker with the subject areas you can study together and also allow you to observe the homemaker's current level of knowledge and practice. Choose the activities that most appeal to the homemaker and suit your situation. You may use more than one activity during a visit.

Some activities are suited to more than one category of the Food Behavior Checklist, but they are listed only once.

FIRST WORKING VISIT

Enrollment, Food Recall, and Planning

Objectives:

1. Meet homemaker and determine eligibility.
2. Enroll homemaker and, through discussions, obtain answers for Family Record A, C-0563.
3. Complete Family Record B, the Twenty-Four-Hour Dietary Recall, and discuss it with homemaker.
4. Begin planning with the homemaker by discussing family, needs, and concerns.
5. Gain insight into the following items from the Food Behavior Checklist. Use "What do you want to know" to help you get this information:
 8. Knows how to obtain food stamps and does so when family needs them.

9. Budgets food money and/or food stamps so the family has enough food throughout the pay period.
11. Uses one or more free or cheaper sources of food such as home grown food, wild game fish, edible plants, or berries, gleans, or exchanges work for food (barter system.)
12. Grows vegetables for family use.
17. Uses recommended food preservation methods for canning, freezing, or drying.
19. Schedules meals around activities of family members.
27. Plans ways to provide family breakfast.
30. Makes an effort to serve nutritional foods the family enjoys.

Things To Discuss:

1. Areas related to foods and nutrition in which homemaker knows help is needed
2. High cost of food
 - a. Does homemaker grow any food? Discuss the "return to basics" idea. Does the homemaker preserve food?
 - b. Does homemaker know about food stamps or other government assistance (e.g., WIC, school lunch program)? Has application been made to determine eligibility?
 - c. Does homemaker have difficulty making food money or stamps last through the month?
3. Family health problems that may be food related

If not already evident, do any family members have weight problems or think they do? Is homemaker consciously doing anything about it?
4. Grocery store preferences
5. Family meal patterns
 - a. Likes and dislikes
 - b. Meal scheduling
 - c. Whether or not the family eats together
 - d. Whether family eats between meals, when, and what type of foods

6. Special interest of the homemaker
 - a. How to cook a special dish
 - b. How to make a recipe file
 - c. How to fix one certain recipe
 - d. How to plan for spending food money
7. Special activities that require unusual preparation (grocery store visit, food preparation.) Ask the homemaker if either one should be planned.
8. Date and activity for the next visit.

OTHER WORKING VISITS

Knowledge of Nutrition

Activity: Paper and Pencil Games

Objectives:

1. Provide homemakers with activities to teach their children the importance of a good diet.
2. Teach parents the activities.
3. Observe whether the parent already knows these items from the Food Behavior Checklist. Use "Food Fun" to help you get some of this information.
 1. Number of servings needed by each family member
 2. Names of the food groups and foods in each group
 3. Recommended serving size of a food in each group
 4. A good source each of vitamin A, vitamin C, calcium, and iron
 5. Examples of high and low calorie foods from each food group

Things to Discuss:

1. Show homemakers a variety of paper-and-pencil activities whose object is to circle the vitamin C foods, the vitamin A ones, the foods that contain calcium, and those that contain iron. Let the homemaker complete the activities. Observe the responses.
2. Other paper-and-pencil activities could focus on servings of food needed by each family member and what quantity makes a serving.

Things To Watch And Listen For (Some Suggestions)

Item
(abbreviated from Food Behavior Checklist)

Activities to help you

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|--|---|
| 1. Can name number of servings | 1. In discussion, if homemaker is found to be familiar with the food groups, use "Please Tell Me Pictures" or similar game to test knowledge of the number of servings from each food group. |
| 2. Can name two foods | 2. Keep this item in mind while discussing item 1. Ask homemaker what types of food might be used to obtain the servings. See if homemaker was able to list 2 or more foods on Food Fun. |
| 3. Can describe recommended serving size | 3. Since items 1, 2, and 3 are related, answers may occur naturally while discussing items 1 and 2. Use Food Fun sheet to see if homemaker could check the right serving size. |
| 4. Can name one source | 4. Determine whether the homemaker has any knowledge of nutrients. If yes, use a picture game to identify sources of the four nutrients. Was homemaker able to mark her Food Fun sheet with nutrients? |
| 5. Can name at least one example | 5. If the homemaker could answer item 2, proceed with this item; otherwise, score a "NO." Use an activity sheet designed to identify the foods in each group or name some foods in each group and ask the homemaker which are high and which are low in calories. |

Food Purchase

Activity: Grocery store visit with homemaker

If homemaker agrees, schedule this visit for the first of month, or whenever homemaker is going to do a "big shopping."

Objectives:

1. Observe and discuss general things about grocery shopping. As you begin to teach about food purchasing, make an effort to find out the homemaker's current practices.
2. Through discussion and observation, find out current achievement on Food Behavior Checklist items. Use "Are You Saving Money at the Grocery Store," C-0645 to help you get the information.
 6. Plans before food shopping in at least two of the following ways: makes a list; writes a menu; checks food advertisements for store specials; checks supply of food in the house.
 7. Stretches the food dollar using at least two of the following: compares food prices; uses nonfat dry milk; uses store brands or plain-label products when they are cheaper; buys day-old bread; buys specials; uses free or reduced price food.
 8. Knows how to obtain food stamps and does so when family needs them.
 9. Budgets food money and/or food stamps so the family has enough food throughout pay period.
 10. Buys food in amounts to meet needs and gets the best buy in terms of unit price and cost per serving.
 11. Uses one or more free or cheaper sources of food such as home grown food, wild game, fresh fish, edible plants and berries or exchanges work for food (barter system).
 12. Grows vegetables for family use.
3. Because these foods need to be purchased before being served, see if you can gain insight for items:
 21. Serves a variety of foods from each food group daily.
 22. Serves foods each day which are good sources of iron.
 23. Provides nutritious snacks when needed.
 24. Serves enriched or whole grain bread and cereals daily.
 25. Serves Vitamin A and C food to meet needs.

Things to Discuss:

1. At the grocery store
 - a. Where does homemaker shop?
 - b. Is homemaker selecting a variety of foods from each food group?
 - c. Has anything been purchased specifically for snacks? If so, are snack foods nutritious?
 - d. Does homemaker have a shopping list?
 - e. Has homemaker talked about or picked up a sheet of advertised specials? Did shopper look at the store ads on the windows?
 - f. Does the shopper pick up and compare more than one can or package of similar products? Or does the homemaker automatically choose the one that is either cheaper or more expensive?
 - g. Did the shopper check supplies on hand?
 - h. Does the homemaker discuss specials with you and whether or not they are really "special?"
 - i. Does the shopper do any quantity buying?
2. At home, after shopping
 - a. Does the homemaker indicate what is usually done with groceries?
 - b. Does the shopper immediately begin putting things away? (If not, consider whether you're delaying this activity. Use your judgment.)

Some Things To Watch And Listen For

Food Purchase Items from FBCL

Activities

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|--------------------------------------|--|
| <p>6. Plans before food shopping</p> | <p>6 Discuss food shopping or observe the homemaker during a visit to the grocery store to obtain answers for items 6, 7, and 10. The homemaker should answer yes to most of questions nos. 1-7 and 12 to get a yes on the Food Behavior checklist numbers 6, 7, and 10.</p> |
| <p>7. Stretches the food dollar</p> | <p>7. See item 6. Also observe the type of products in the home.</p> |

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|--|---|
| 8. Knows how to obtain food stamps | 8. Begin a discussion about food stamps. See number 8 on "Are You Saving Money at the Grocery Store." |
| 9. Budgets food money | 9. Plan visit near end of pay period. By observation, learn whether there is a nutritionally adequate variety of food available the last few days of the pay period. |
| 10. Buys food in amounts to meet needs | 10. See item 6. The homemaker buys food in quantity when it is practical to store it. |
| 11. Uses one or more free items | 11. More likely for rural families. Use discussion. This question might have come up in your discussion on your first working visit. |
| 12. Grows vegetables | 12. Observe. If wrong season for a garden, ask whether the family had a vegetable garden during the growing season. See answer to number 12 on "Are You Saving Money at the Grocery Store." |

Food and Meal Planning

Activity: Planning with food models

Objectives:

1. Teach homemaker that foods are different in many ways--calorie and nutrient content and function in the body.
2. Teach homemaker that choices and combinations of foods make a difference.
3. Observe answers to the following Food Behavior Checklist items. Use "How Often Do You Serve," C-0648 to help you get the information. You might also want to refer to "Food Fun," C-0669.
 20. Provides family members with servings and amounts as recommended by the food guide.
 21. Serves a variety of foods from each food group daily.
 22. Serves food each day which are good sources of iron.
 23. Provides nutritious snacks when needed.
 24. Serves whole grain bread and cereals daily.

25. Serves Vitamin A and C food to meet needs.
26. Watches food intake of overweight and underweight family members.
27. Plans ways to provide breakfast to family.
30. Makes an effort to serve nutritional food that family enjoys.

Things to Do:

Give the homemaker a selected set of cardboard food models. Show how children can make food models out of magazine pictures. Use the following activities at appropriate times. (Numbers in parentheses refer to FBCL items.)

- Group foods into meals. Using this as an opening to talk about ways foods are prepared. (30)
- Group food into types of snacks. (23)
- Sort food by nutrient content such as vitamin A, C and iron. (22, 25)
- Put together meals appropriate for different family members and discuss things done differently for each. Are different plans made for underweight and overweight family members? For young and old? (26, 20)

Some Things To Watch And Listen For

Food and Meal Planning Items
from FBCL

Activities

19. Schedules meals
20. Provides family members
21. Serves a variety of foods
22. Serves foods each day for iron
23. Provides nutrititious snacks
24. Serves whole grain bread
25. Serves Vitamin A and C foods to meet needs
26. Watches food intake
27. Plans ways to provide breakfast

19 through 27. Observe behavior of homemaker serving food to the family, rather than knowledge. Many of the items are inter-related and can be obtained through a general discussion of the homemaker's food and meal planning practices. If homemaker's Food Recall is typical of the entire family, it will be a helpful cue. Use "How Often Do You Serve," C-0648. Note: Foods are grouped by nutrients or food group. Check to see how often foods from every food group are served. Numbers in parentheses refer to FBCL items.

Food Preparation, Food Storage, and Food Sanitation

Activity: Food preparation

Objectives:

1. Involve the homemaker in preparing one dish that suits the homemaker's needs and tastes. The recipe should be primarily associated with just one food group.
2. Observe and discuss cooking experiences and needs with the homemaker.
3. Observe and talk with the homemaker to obtain answers to Food Behavior Checklist items:
 13. Stores perishable foods safely and keeps hot food hot and cold food cold.
 14. Keeps dishes, utensils, appliances, and cabinets clean.
 15. Stores non-perishable foods properly.
 16. Disposes of garbage promptly.
 18. Practices proper control methods for insects, rodents, and pets in the kitchen.
 28. Conserves nutrient value of food in three of the following ways: uses small amounts of liquid for fruit/vegetable cookery; uses appropriate cooking times and temperatures; retains cooking liquid for future uses; avoids rinsing rice and noodle products before and after cooking.
 29. Can follow recipe. (Can measure and mix according to directions and obtain an acceptable finished product.)
 31. Prepares food to use edible parts and avoid waste. (For example, removes a minimum of flesh when peeling; prepares amount family will eat or plans for and uses leftovers.)
 32. Conserves fuel energy in cooking practices and food handling. (For example, bakes several things at once, does not let hot water run needlessly, efficiently uses range top burners.)
 33. Practices at least three methods of serving/cooking vegetables and fruits, including a low calorie method.
 34. Practices at least three methods of cooking meat or meat substitutes, including a low calorie method.
 35. Practices at least three methods of serving/preparing dairy products, including a low calorie method.

Things To Do, Discuss, or Observe:

1. Plan the activity on an earlier visit. Help homemakers select the recipes.
2. Encourage homemakers to have the ingredients on hand to make the recipes selected.
3. Give homemakers recipe cards; ask them to begin measuring while you "do something," such as run to the car or look for another ingredient.
4. Can the homemakers read and follow the recipe? If the homemakers do not read, can they use an illustrated recipe or follow verbal instruction?
5. Let the homemakers do most of the work; you help.
6. What type of equipment do the homemakers have to work with (large or small pots, pans, appliances, number of burners, etc.)?
7. Do dishes and utensils appear to be clean (counter tops, drain-board, table, and range tops)?
8. Is there any observable evidence of uncontrolled insects, rodents, or pets?
9. As a summary activity, discuss meal planning and the nutritional contributions of recipes just prepared and plan for the next visit.

Some Things To Watch And Listen For

Food Preparation

Activities

- | | |
|------------------------------|---|
| 28. Conserves nutrient value | 28. Discuss cooking techniques with homemaker. |
| 29. Can follow recipe | 29. Observe during food preparation lesson. A homemaker who can't read should be able to follow verbal instructions. |
| 30. Makes an effort to serve | 30. The homemaker shows an interest in serving meals that are appealing, considering the family's likes and dislikes. |
| 31. Prepares food to use | 31. Observe during food preparation lesson. |
| 32. Conserves fuel energy | 32. Observe during food preparation lesson. |

- | | |
|--|--|
| 33. Practices...serving/
cooking vegetables | 33. Examples of methods are (1) serves raw vegetables or fruits; (2) serves salad made with fruits or vegetables; (3) practices boiling, baking, or stir-frying vegetables; (4) prepares soup, casseroles, or stews with vegetables. Low calorie would be any method that did not use added calories such as fat. Use "How do you Cook or Serve," C- |
| 34. Practices...cooking meat | 34. Examples of methods are (1) prepares casseroles, stews, or soup; (2) bakes fish, poultry, or meat; (3) uses bean products. Low calorie would be any method that allowed removal of fat, such as skimming or broiling. |
| 35. Practices...serving/
preparing dairy products | 35. Examples of methods are puddings, white sauce, and milk drinks. Low calorie would be any method that uses low fat dairy products such as skim milk or cottage cheese and does not require other high calorie ingredients. Use "What Ways Do You Cook or Serve Meat or Vegetables." |

Some Things To Watch And Listen For

Food Storage and Sanitation

Activities

- | | |
|------------------------------------|--|
| 13. Stores perishable foods safely | 13. Observe whether milk, meats, and perishable fruits and vegetables are stored in refrigerator; bread is in closed wrapper; leftovers from previous meal are refrigerated. |
| 14. Keeps dishes clean | 14. Observe during visit. Surfaces are clean except for clutter normally present in a working kitchen. |
| 15. Stores nonperishable foods | 15. Observe whether cereals, rice, and similar products are in closed containers, and potatoes and onions are stored in a clean manner. |

16. Disposes of garbage

16. Observe whether there is a wastebasket and garbage container that is not overflowing. Is the garbage wrapped? Is there a lid on the garbage container?

17. Uses recommended preservation

17. Discuss food preservation. Does homemaker have any current educational materials on the topic? Observation at time of preservation would be best.

18. Practices proper control

18. Observe kitchen during visit. The answers to items 14 and 16 will be helpful cues. Check for presence of window screens.

