

DOCUMENT RESUME

ED 160 789

CE 017 684

TITLE Home Economics for Oregon Schools. Nutrition & Foods.

INSTITUTION Oregon State Dept. of Education, Salem.

PUB DATE 78

NOTE 66p.

EDRS PRICE MF-\$0.83 HC-\$3.50 Plus Postage.

DESCRIPTORS Consumer Education; Curriculum Guides; Employment Opportunities; Evaluation Methods; Food Service Occupations; *Foods Instruction; *Home Economics Education; Home Economics Skills; Job Skills; Learning Activities; *Nutrition Instruction; *Program Development; Program Evaluation; Resource Materials; Secondary Education; Teaching Methods

ABSTRACT

One of a series for home economics teachers to use in planning, implementing, and evaluating secondary education programs, this curriculum guide focuses on the subject of food and nutrition. Five major program goals are identified as basic to the student's understanding of the impact of food selection and preparation upon society and the environment: (1) the interrelations among food supply, social and environmental conditions, and world nutrition; (2) the basic nutrients and food sources for individual and family needs; (3) the skills of food preparation, serving, and food management; (4) consumer skills related to purchasing food; and (5) opportunities and qualifications for employment in food service occupations. To achieve these five program goals, the guide offers sixteen course goals for which it provides over 275 learning activities. It is suggested that as teachers select appropriate learning experiences for their grade levels, they should refer to the resources section for the references whose numbers are indicated next to the experiences. The resources section lists the titles of and sources for books and articles, pamphlets, kits and games, magazines, and audiovisual materials. Besides class discussions, the activities include guest speakers, displays, field trips, audiovisual aids, experiments, educational games, interviews, surveys, and reading materials. To evaluate student proficiencies, both paper-and-pencil tests and nontest means (such as observation, conferences, and report forms) are suggested.

(ELG)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

HOME ECONOMICS FOR OREGON SCHOOLS

ED160789

INDIVIDUAL AND FAMILY
RESOURCE MANAGEMENT

NUTRITION AND FOODS

TEXTILES AND CLOTHING

LIVING ENVIRONMENTS

HUMAN DEVELOPMENT AND THE FAMILY

E017 684



OREGON DEPARTMENT OF EDUCATION

NUTRITION

&

FOODS



Verne A. Dunlap
State Superintendent of Public Instruction
Oregon Department of Education
Salem, Oregon 97300
1978

CE 017 684

STATEMENT OF ASSURANCE

Oregon Department of Education

It is the policy of the Oregon Department of Education that no person be subjected to discrimination on the basis of race, national origin, religion, sex, age, handicap, or marital status in any program, service, or activity for which the Oregon Department of Education is responsible. The Department will comply with the requirements of state and federal law concerning nondiscrimination and will strive by its actions to enhance the dignity and worth of all persons.

45695197

FOREWORD

This publication is one of five **SUGGESTED** to cover a comprehensive home economics program. It departs from the previous single guide and is designed to help teachers develop quality in both content and processes of learning.

Home Economics Education primarily seeks to strengthen home and family life. Since publication of the previous single guide, including home economics skills and knowledge as preparation for an occupation has become another emphasis in teacher responsibility. Thus, each of the five publications will include an emphasis on related careers in home economics. Hopefully the **SUGGESTED** learning experiences and resources will provide local schools impetus to develop programs that will fulfill the needs and interests of *all* students.

I commend the many teachers and their local districts who helped develop these materials.

Verne A. Duncan
State Superintendent of
Public Instruction

ACKNOWLEDGMENTS

Thanks go to many individuals who helped develop this publication.

Personnel from two intermediate education districts provided leadership for statewide inservice workshops for teachers:

Ron Olsen, Career Education Coordinator, Coos County IED
Nat Etzel, Career Education Coordinator, Jackson County IED

Annette Jacobson of Grants Pass School District 7 was on a two-year leave of absence when she served as the initial curriculum consultant and directed the state inservice workshops.

During the 1975-76 school year, some 30 teachers in 21 districts field tested a draft and responded to it. Later, a few took the responses and revised the draft:

Cherie Baker	Corvallis High School
Marilyn Bervin	Curriculum Consultant (Philomath)
Pamela Everitt	Cascade Union High School (Turner)
Wendy Lofgren	Graduate Assistant, Oregon State University
June Miller	Lincoln Junior High School (Newport)
Paulette Perfumo	Springfield Junior High School
Helen Sullivan	Hillsboro Senior High School
Margy Woodburn	Professor & Head, Foods & Nutrition, Oregon State University
Chris Wyatt	Kennedy High School (Mt. Angel)

During the first two years of development of this guide, the following were members of the State Curriculum Steering Committee:

Mitzi Brennan	Kennedy Junior High School (Eugene)
Virginia Clough	Merrill Elementary School (Merrill)
Virginia Davies	Salem Public Schools
Ruth Hockersmith	Medford Senior High School
June Miller	Lincoln Junior High School (Newport)
Susan Putnam	Highland View Intermediate School (Corvallis)
Leda Scrimsher	Oregon State University
Katy Sheehy	Union County IED (LaGrande)
Elma Shuck	Madison High School (Portland)
Helen Sullivan	Hillsboro Senior High School
Sharon Wallace	Oregon State University

Pauline Goodwin
Specialist, Home Economics Education

CONTENTS

FOREWORD	iii
ACKNOWLEDGMENTS	v
INTRODUCTION	1
GOAL-BASED PLANNING FOR HOME ECONOMICS	5
SUGGESTED DISTRICT GOAL—Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods	
Suggested Program Goal	7
Suggested Program Goal	15
Suggested Program Goal	21
Suggested Program Goal	33
Suggested Program Goal	43
ASSESSMENT	49
RESOURCES	
Print	
Books & Articles for Students	51
Pamphlets	56
Kits & Games	62
Magazines	63
Nonprint	
Films	63
Filmstrips	65
Tapes & Slides	67

INTRODUCTION

Home Economics Education enables individuals to function as contributing members of society. It supports and strengthens the quality of individual and family life. It responds to societal and environmental concerns. It provides consumer, homemaking and career skills in the home economics field.

The home is recognized as a primary unit of our society, influencing the individual who in turn influences society. A changing society in turn influences the home. The content of a home economics program should relate to changing societal conditions, essential skills and practical experiences. It should emphasize creative and problem-solving abilities. It should help nourish human feelings and self-esteem. The concepts presented here will be as effective for today's families as for tomorrow's, provided materials are interpreted in a continuously flexible manner.

Though teachers and administrators may find these publications useful for other purposes, four deserve attention here. Briefly, they should help in

- delineating content areas for home economics.
- communicating potential outcomes of home economics to students, faculty, parents and other community members.
- planning and administering local home economics programs.
- assessing and evaluating local home economics programs.

The six SUGGESTED district goals below* shape a SUGGESTED home economics program. Separate curriculum guides will present each of the first five goals separately. The last goal (qualifying for careers in home economics) will be woven through each of the five guides.

SUGGESTED DISTRICT GOALS

Students will be able to make rational decisions in managing personal and family resources. (*Individual & Family Resource Management*)

Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods. (*Nutrition & Foods*)

Students will be able to make textile and clothing decisions which meet individual and family needs. (*Textiles & Clothing*)

Students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat. (*Living Environments*)

Students will be able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society. (*Human Development & the Family*)

Students will be able to qualify for the occupation of homemaking and other home economics-related careers.

This guide, then, unfolds SUGGESTED program goals (five of them) and SUGGESTED course goals (16 of them) for realizing the second SUGGESTED district goal above. On the next page is an outline of these goals. The SUGGESTED learning experiences (over 275 of them) thus merely may be ways to realize 16 course goals, five program goals and one district goal. The outline likely will require continual alteration. Local concerns, changing societal and environmental issues, and new discoveries may influence information and technology.

*These are the same "SUGGESTED GOALS" used as program goals on page 57 of the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

NUTRITION AND FOODS

District Goal Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods.

	page
Program Goal The student will be able to determine the interrelations among food supply, social and environmental conditions, and world nutrition.	7
Course Goals The student will be able to	
analyze factors influencing the imbalance of food supply and determine the effectiveness of national and international food assistance programs.	9
explain the interaction between food supply and the environment.	12
determine the social and cultural significance of food choices and customs.	14
Program Goal The student will be able to determine the basic nutrients and food sources necessary for individual and family needs.	15
Course Goals The student will be able to	
apply basic nutrition principles to maintain personal appearance and mental, physical and emotional health.	17
plan individual and family diets according to basic nutrition principles.	19
analyze conditions that require special diets and plan nutritional programs for persons with special food needs.	20
Program Goal The student will be able to apply the skills of food preparation, serving and food management.	21
Course Goals The student will be able to	
apply safe and sanitary procedures for preparing and storing foods.	23
apply basic cooking skills and principles in food preparation.	24
manage time, energy and money in the preparation of nutritious foods.	29
apply proper techniques for the preservation of foods at home and determine the benefits.	30
identify and describe the potential for working with foods as a source of creative and aesthetic self-expression.	31
Program Goal The student will be able to apply consumer skills related to the purchase of foods.	33
Course Goals The student will be able to	
interpret the influence of cultural, economic, psychological and social factors on the selection of individual and family foods.	35
apply shopping and management principles in the wise use of the food dollar.	36
apply the rights and responsibilities of the buyer and seller in the purchase and selection of foods and food preparation equipment.	38
Program Goal The student will be able to identify and describe qualities and preparation needed for employment in food service occupations.	43
Course Goals The student will be able to	
identify economic trends, employment opportunities, job requirements, and personal interests and talents in the food service field.	45
identify jobs and training opportunities for self-employment in the field of nutrition and foods.	47

Students completing SUGGESTED learning experiences should help themselves realize course goals. Their realizing course goals should help themselves realize program goals. Their realizing program goals should help themselves realize the district goal: being able to understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods.

To use the guide in developing a course, teachers may find the following procedure helpful.

1. Study program and course goals to determine whether they are appropriate for local use or whether they need to be adapted.
2. Select appropriate program and course goals.
3. Develop appropriate performance indicators based on selected program and course goals, student needs, abilities, experiences and interests.
4. Select appropriate learning experiences. A variety at all levels of learning has been included. Many (not all) experiences have been listed in order of complexity, from least to more complex. Though teachers of younger or beginning students may wish to select experiences from the beginning of lists, they may choose other useful experiences farther down, depending on the previous experiences students have had. Conversely, though teachers of older or more advanced students may want to select experiences farther down lists, they may find some near the beginning useful for review.
5. Identify appropriate resources. Though resources have, for the most part, been placed next to experiences, where most applicable, teachers will also find general references placed at the beginning of some sections. These may prove useful for several experiences in a section. Resources are numbered, and numbers are keyed to a resources section beginning on page 51.
6. Implement plans and assess student outcomes periodically. Among many methods which may be used for assessment, individual teachers might want to use some of the following:

Paper and Pencil Tests

Essay tests

Objective tests—supply or recall (e.g., completion, matching, multiple choice, true/false, crossword puzzles)

Nontest Means

Observational devices (e.g., checklists, rating scales, scorecards)

Reporting forms (e.g., project reports, activity reports and logs, questionnaires, autobiographies and diaries, anecdotal records)

Audiovisual techniques (e.g., tape recordings, films, photographs, graphs)

Sociometric techniques (e.g., sociograms, social distance scales, social sensitivity techniques, role playing)

Conferences

GOAL-BASED PLANNING FOR HOME ECONOMICS

Oregon manages K-12 instruction by means of **GOAL-BASED PLANNING** (not competency-based education)

Goals are guideposts. They serve to give purpose and direction to a planning activity. Goals provide a common language for discussing the merits of various activities as those activities are carried out.

In home economics, just as in any other instructional program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the home economics teacher be concerned? These are questions to be answered before effective planning of a home economics curriculum can proceed.

Each teacher must realize that planning a home economics curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

The goals and goal-setting and competency-identification activities the Oregon Department of Education prescribes provide districts a common reference for the planning process. In goal-based planning, teachers must consider four goals: State Goals for Oregon Learners, district goals, program goals, course goals.

STATE GOALS answer the question: What does the Department of Education think a student should get out of public schooling anywhere in Oregon?

DISTRICT GOALS answer the question: What do the local community and its schools think a student ought to get out of local schooling and how is that to relate to State Goals?

PROGRAM GOALS answer the question: What do the local curriculum planners and home economics teachers think a student ought to get out of home economics and how is that to relate to District Goals?

COURSE GOALS answer the question: What do the home economics teachers think a student ought to get out of Nutrition & Foods and how is that to relate to Program Goals?

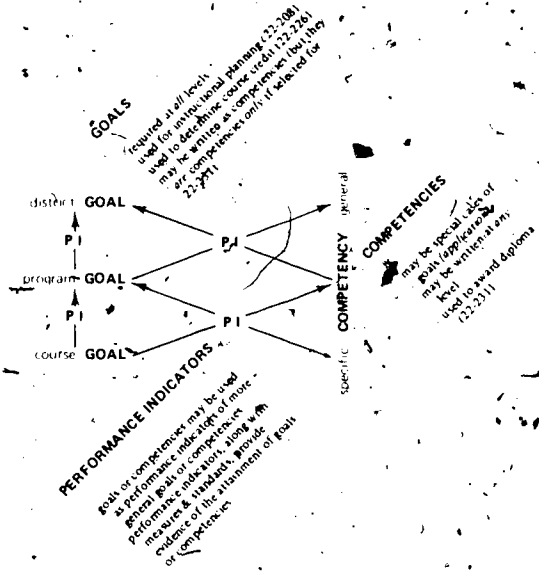
Where, then, does competency fit in goal-based planning?

It fits as a separate but related design. It is merely one of three graduation requirements. Districts plan and evaluate instruction by means of **GOALS**, *goals local districts themselves write*. District assess whether students get diplomas by means of **COMPETENCY**, **CREDIT** and **ATTENDANCE**, *requirements local districts themselves fix minimums for*.

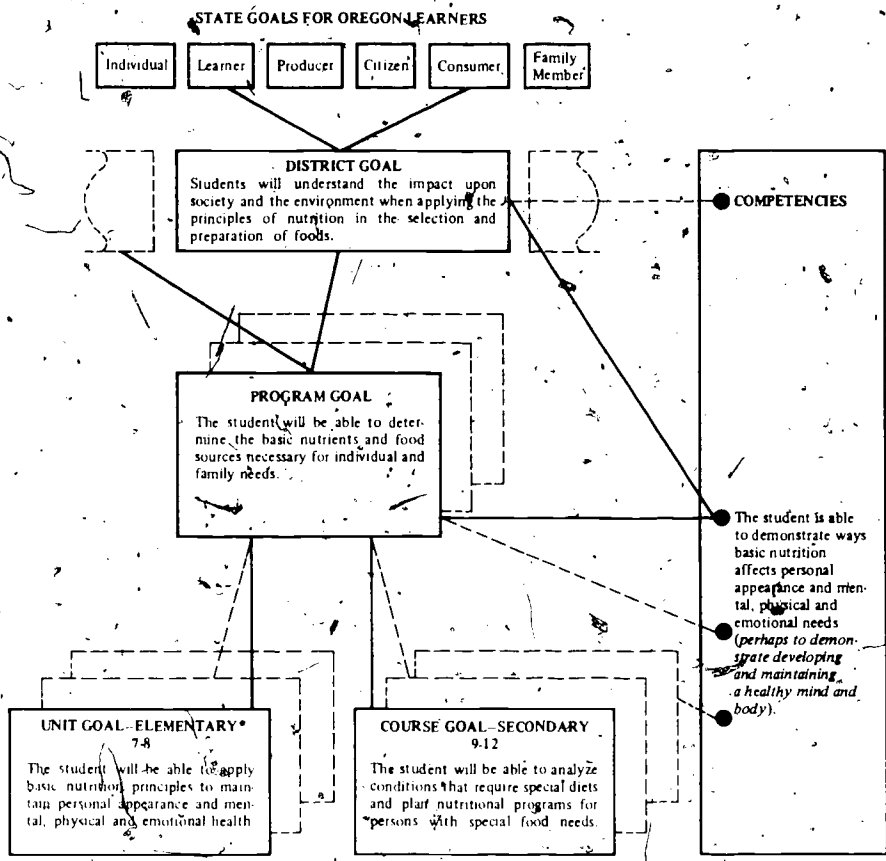
COMPETENCY in Oregon, as probably across the nation, means being *capable, fit*. For students, it means having demonstrated they can likely **APPLY** outside school what they've already learned - in or out of school. A competency in Oregon is merely a local statement fixed as proof **ALL** students will likely be able to do tomorrow outside school something the community has agreed is worth doing. It is a local statement calling for **APPLYING** skills and information **ACQUIRED** from probably several courses (not just one*) or from perhaps no courses at all. It is a local statement **ALL** students must demonstrate. If only **SOME** must say, only those who take Nutrition & Foods - the statement is **NOT** a competency in Oregon. Waiyers aside, **ALL** students must demonstrate **ALL** competencies.

Viewed, then, as two separate but related designs, goals and competencies may look like this:

*To do otherwise may mean massive record-keeping chores for questionably narrow or shallow competencies.



For example, in home economics:



*The term unit goal is used at the elementary level in lieu of course goal, since elementary classes are generally not divided along the high school course pattern.

The system of goals and competencies just described is designed to help the teacher and program specialist plan their own home economics program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests, to be done within the limits of available resources. It should not be used to limit what is planned. Rather it should be used as a starting place.

The next five sections of this guide unfold SUGGESTED learning experiences as ways to realize 16 SUGGESTED course goals, five SUGGESTED program goals and one SUGGESTED district goal for NUTRITION & FOODS.

**SUGGESTED
PROGRAM GOAL**

The student will be able to determine the interrelations among food supply, social and environmental conditions, and world nutrition.

- Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to analyze factors influencing the imbalance of food supply and determine the effectiveness of national and international food assistance programs.*

LEARNING EXPERIENCES

RESOURCES

Prepare an inexpensive rice and hamburger casserole. Divide the class into five groups to represent the five most populated continents. Assume all people live on these five continents. Distribute the casserole according to the protein each continent might eat (see below). Discuss thoughts and feelings concerning the imbalance in world food supplies.

	Assumed % of World Pop	Assumed % of Protein Eaten
Europe	17%	25%
Africa	10%	10%
North America	6%	45%
South America	8%	15%
Asia	59%	5%

Invite a guest speaker with direct professional or personal experience in developing countries (e.g., an AFS student, a representative from the American Red Cross, UNICEF or the American Friends Service Committee). Discuss the humanitarian, political and economic effects of food supply imbalances.

Working with small groups of students, study both developed and developing countries, or various communities within a geographic area. The groups research the population growth rate in their country/community and compare it to that area's ability to provide food independently. Students create posters showing the popular foods produced and eaten in their country/community, and the factors that influence the food supply (e.g., level of agricultural development, soil and climate conditions, food distribution patterns, common cultural beliefs concerning diet and nutrition). Discuss the posters in comparison to each other, focusing on the following points:

- Amount of imported vs. domestic food
- Nutritional necessity of imported food
- Nutritional value of the local diet
- Variation in diet

Make a transparency of a world map, indicating the major sources of grain and protein. Superimpose population figures of each country on the map. Discuss the relationship between population density and world food supply. Discuss the different ways, technologically and politically, the discrepancy between population and food supply could be minimized (e.g., improvement of agricultural methods, cooperation between countries for mutual benefit, rapid distribution of high protein foods).

Select and develop statements for debate on nutrition and food supply (e.g., technology will be able to solve world food supply problems). Designate two groups of students to debate both sides of each statement, holding the final debates in front of the entire class.

As a class, develop a list of local, regional, national and imported food items. Each student selects an item and researches its production and sale, creating a map to depict the information. Each student reports to the class about the effects on the consumer of the item's production and distribution process.

Study the effects of climate on food production (e.g., temperate zone, short growing seasons in polar areas, food sources adaptable to desert areas). Relay this information to the class using a globe as a visual aid.

Invite a medical authority to talk about the effects of malnutrition, both physiological and psychological.

- malnutrition
- protein deficiency
- protein and calorie deficiency
- starvation

Study the different forms of malnutrition and prepare a list of questions for the medical authority to answer.	
Read about the various effects of malnutrition in its mild and severe forms, focusing on one or more specific situations:	51
pregnant women	83
infants	
the aged	
grade school children	
addicts (alcohol, heroin, nicotine)	
Report to the class about your findings, making an effort to provide interesting examples and illustrations.	
Read about countries with major malnutrition problems (India, Africa, China) or specific instances of famine (Biafra, siege of Leningrad in World War II, potato famine in Ireland). Report your findings to the class, stressing the original source of the problem and its aftereffects, including solution strategies that may have been employed.	60
Create a display case showing malnutrition problems of one country or several countries, stimulating school awareness of the world food problem.	10 43 232 39 19 76 65
Investigate the specific problem of obesity. Obtain visual aids to show the class, stressing the relationship between caloric intake, exercise and fatty tissue. Invite a successful member from a dieting group to talk to the class.	197 193
Try to learn about new sources of protein. Develop lab exercises, for example:	72
PREPARE foods utilizing alternative protein sources. Serve the food to school personnel or classmates.	162
EVALUATE the cost, nutritional value, difficulty of preparation and effect on world food supplies of meals prepared with alternative protein sources.	55
CREATE appetizing, nutritional meals from food material often wasted (e.g., vegetable peelings, bread crusts, turkey carcass, leftovers).	69
PREPARE meals with locally plentiful food often unused (e.g., blackberries, seafood, watercress, edible plants found in forests).	25
MAKE wild berry syrup to sell for a moneymaking project.	60
EXAMINE your personal eating habits on a cost vs. nutritional value basis. Develop a shopping plan to get the most nutrition for the least amount of money. Research the value of co-op shopping, buying in bulk and quantity, and buying seasonally plentiful foods.	68
BRING an inexpensive, nutritionally balanced lunch to school. Compare the choices in your lunch with those of your classmates.	200 208 92
Evaluate the school lunch program to see how well it meets nutritional needs of students. Research the amount of food wasted on an average day. Plan ways that wasted foods might be used more efficiently.	
Visit a senior citizens' center for lunch. Research the special dietary problems of old age. Talk to the head cook or food service manager about his or her dietary plan and analyze its effectiveness.	
Create fictional material depicting use and sources of food in the future.	38
Working with groups of three or four students, study the various organizations concerned with the world food problem. Report findings to the class, using audiovisual aids when appropriate. Invite representatives from the various agencies into class to answer questions in a panel discussion.	51

International Organizations

WHO--World Health Organization	
FAO--Food and Agriculture Organization	42
UNESCO--United Nations Educational, Scientific and Cultural Organization	
UNICEF--United Nations International Children's Emergency Fund	11

National Organizations

The Nutrition Foundation, Inc	60
The Agriculture Research Service--U.S. Department of Agriculture	
Food and Nutrition Board of National Research Council	

Local Organizations

FISH	213
Snow-CAP (Community Action Program)	

Voluntary Organizations

CARE (Cooperative for American Relief Everywhere)
American Red Cross
Religious Organizations

Private Organizations

Ford Foundation
Rockefeller Foundation

Read about the policies and philosophies of the U.S. food assistance programs. Figure the dollar allocations for various size family groups. Figure dollars available weekly for a family of five and plan meals for a week. Prepare a shopping plan utilizing low-cost, healthful foods. 109

Invite representatives from various government food assistance programs into class. Discuss the philosophies and procedures of their programs.

Food Stamps
WIC--Women, Infants, Children
Elderly Feeding Program
School Lunch & School Breakfast Programs
Special Milk Programs

Trick or Treat for UNICEF, or sell UNICEF Christmas cards and stationery.

SUGGESTED COURSE GOAL *The student will be able to explain the interaction between food supply and the environment.*

LEARNING EXPERIENCES

RESOURCES

Recognizing simple ecological principles, e.g., 203

everything comes from somewhere and goes somewhere 204
natural resources are finite
energy is neither created nor destroyed, but changes form.

have half the class choose a food eaten by humans and half choose a food not directly consumed by humans. Trace it through a food chain (e.g., nitrogen-corn-cattle-humans). Make mobiles illustrating each chain and hang them together to represent a food web with humans as the link wherever possible. Discuss responsible and irresponsible human behavior toward the balance of the chains and web. Record your own feelings about the situations discussed. 202

Grow corn seeds in separate pots under various combinations of these conditions: 60

soil depleted of minerals/soil rich in minerals
polluted and unpolluted water
polluted and unpolluted air
adequate and inadequate sunlight

Keep a comparative graph of the corn's growth rate. Record your conclusions about the experiment, then as a class discuss the relationship between environmental conditions and food supplies. Be sure to cover these topics:

Resource availability
Climate
Resource management
Population

Using ecological principles developed during earlier learning experiences, draw up a checklist of your family's food practices and their environmental impact. Use the following format: 207

Choice: use of plastic bags at the store
Impact: added cost, pollution

Choice: use of cloth napkins rather than paper
Impact: less use of energy and less pollution

Choice: buying food out of season
Impact: added transportation cost and pollution

Propose and follow a plan to change food practices of yourself or your family if an improvement in the environment would be the result. Share your plan with the class.

Count the number and type of food-related containers thrown away at home each week, deciding what percentage is biodegradable. Compare weekly figures with your class and develop ideas for ecological use of containers.

List and share practices for individual projects to improve the environment, such as:

supporting efforts of companies to reduce pollution
recycling and reusing containers

92

As a class, develop and work on projects to improve the environment, such as:

112

Plant herbs and vegetables appropriate as house plants in pots; take them home for use in cooking, or sell for funds.

33

Plan and plant a garden. Discuss with school and cafeteria management the possibility of starting a compost pile from cafeteria waste. Students could be assigned care of the garden during the summer, harvesting and preservation in the fall.

Plant vegetables in flower beds.

Organize a recycling center within the school, or if a larger center is nearby, become school agents for collection.

SUGGESTED COURSE GOAL *The student will be able to determine the social and cultural significance of food choices and customs.*

LEARNING EXPERIENCES	RESOURCES
Throughout this unit, keep a journal of the social and cultural feelings you experience, such as appreciation, increased understanding, frustration, or concern for nutritional consequences of cultural patterns.	
Working with small groups of students, compose lists of social needs. Compare similarities and differences among the groups. As a class, relate these needs to foods and design a bulletin board illustrating how foods contribute to social needs.	21 60
Plan and carry out a social function where food is served. Both before and after the function discuss the role of food in meeting social needs and contributing to the success of the party.	38
As a group, go to dinner at a special restaurant; later, eat dinner at an average restaurant. Discuss and compare your feelings about expense, nutrition and social enjoyment at each place.	
Read about famous parties or social events which center around food (e.g., White House dinners, weddings, local celebrations and political dinners). Analyze the importance of food in each event.	
Divide into small groups representing regions of the U.S. Each group prepares part of a bulletin board to display regional foods. Then plan a regional foods festival, perhaps in cooperation with a U.S. history class, with each group preparing foods from its region. Appropriate props, such as costumes and pictures, may be used.	61 1 7 46 35
In small groups collect examples of recipes used by your families. Investigate cookbooks from your parents' and grandparents' childhoods, and share with your groups special family customs surrounding certain foods. Research the history of these foods, trying to answer the following questions:	70
<p>What part did religion play in introducing new foods? How have these recipes changed from the original? Why did these foods become favorites?</p>	
Share the material learned through skits (e.g., how sourdough was used by families as they moved west), tasting parties using temporal variations of a basic recipe, or other projects developed by the group.	30
In small student groups, choose a favorite food and trace it back to its country of origin. Research the food habits of that country, keeping in mind natural resources, tools available, nutritional value of the food, religious and social customs surrounding food. Research historical events, if any, connected with the food studied (e.g., the potato famine in Ireland). Decide what early influences shaped the food customs of the country. Then plan and prepare a demonstration and tasting party of foods from several countries, perhaps centering around foods typically served on a holiday that the countries have in common.	194 135 29 36 27 22 180 21 60 95 43
Develop a list of foods typical in a country. Pretend that one or two of them are suddenly not available and research ways adequate nutrition can be obtained with readily available substitutes.	
Review your own journal about this unit; share with the class your thoughts, problems and feelings about the cultural and social significance of food choices.	

**SUGGESTED
PROGRAM GOAL**

The student will be able to determine the basic nutrients and food sources necessary for individual and family needs.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL - *The student will be able to apply basic nutrition principles to maintain personal appearance and mental, physical and emotional health.*

LEARNING EXPERIENCES

RESOURCES

Study the digestive processes (e.g., digestion, absorption, metabolism). Investigate the factors that affect digestion (e.g., amount of activity, state of overall health, foods consumed, personal emotional state).	206 54
Write scripts for a children's educational TV program to show the ways different foods are put to work by the human body. Use visual aids to illustrate the digestive process (e.g., charts, sketches of organs, a puppet show with each puppet representing an organ). Define the terms: digestion, alimentary canal, absorption, metabolism, calories. Video tape the show, if possible. Perform it live in an elementary classroom.	111 10
List the nutrient groups on one side of a transparency. Place the major functions of the nutrient groups on the other side of the transparency. Match each group with its function. Research each nutrient group in detail, paying special attention to the way nutrients work together. Draw cartoons or invent other creative ways to illustrate the nutrients working together. Create commercials to "sell" the various nutrients. Award "Emmys" for the best commercials.	106 57 60 149 184 58 89 180
Develop the "Four of a Kind" nutrient game (similar to the game "Authors"). Make cards showing the foods which are good sources of one or more nutrients. Develop rules whereby cards are exchanged and each player tries to make as many "Books" as possible - each book being a set of four foods with a common nutrient.	60
Select the name of a leading nutrient, keeping its selection a secret. The class guesses which nutrient you have selected, by asking "yes" and "no" questions (e.g., Are you important for growth and repair? Do you supply energy?). After identifying each nutrient, divide them into the four basic nutrient groups. Prepare a snack which supplies an abundance of the nutrient.	79 106 91
On a bulletin board or in a display case, create a display that illustrates the functions of foods referred to in the "Go, Grow & Glow" filmstrip.	238
Read articles from magazines and newspapers on factors influencing eating habits. Write a summary of each article and prepare to lead a class discussion on them. Make a list of foods disliked or untried by most class members. Examine these foods for nutritional value. Have class members try those foods for a "Try It, Maybe You'll Like It" lab.	198
Interview at least eight other students about their eating habits. Write an article, stressing the nutritional value of their diets, for the school paper. Write articles on single meals, such as breakfast, to put in paper.	60
Working in groups of approximately eight students, discuss the different uses of food in our society and the different factors that influence eating habits. Discuss how eating differs in the following situations:	149
at Christmas and Thanksgiving	
when sick with the flu, colds, broken leg, measles, etc.	255
at your friend's house, relative's house, at a party	
when extra hungry, lonely, bored or unhappy	
when parent's home, when parent's away, in single-parent homes	
Determine the direct and indirect influences of these factors on your food habits. Consider how these influences and others might operate in the future.	79

Direct Influences

Physiological and psychological satisfaction of various foods	80
Special diets and tastes of family members	
Time spent on food preparation	

Indirect Influences

Seasonal, commercial and political effects on the food supply
Changes in personal income level
Changes in living situation
Ecological concerns affecting food supply or personal eating habits

4

Determine how your food habits developed and how difficult they would be to change. Experiment by trying to change a food habit in your daily life that has undesirable consequences.

Investigate vitamin-deficiency problems, including prevention, cause and cure/control of each problem. Report to the class on your findings, using as many illustrations as possible.

60

List the foods eaten in your cafeteria over a specific length of time (e.g., a week or a month). Interview students to find out what foods they consume away from school. Develop conclusions about teenage dietary habits. List the nutrients frequently lacking from teenage diets and research the effects of a long term/short term deficiency. Keep track of everything you eat for five days, writing down each food item on 3" by 5" cards (don't skip cokes, apples and candy). Analyze your own food habits and determine if you have any vitamin deficiencies. Develop a diet for better nutrition based on your findings in these activities.

205

235

60

From "Nutrition and Notable Characters," create some characters of your own:

56

Example: "Jack and Jill both fell down the hill, as everyone knows. But Jack, for some strange reason, got bruises all over his body, while Jill looked as good as before the fall. If Jack had been taking more Vitamin _____, he wouldn't have bruised so easily."

Read newspaper articles, magazine stories and books (e.g., shipwreck stories, medical books, airplane crash stories, reports from poverty areas) that describe people suffering from a chronic lack of water or nutrients (e.g., dehydration, beriberi, scurvy). Report what you found to the class using an appropriate format and using visual aids whenever possible.

Read about the diets necessary for people with specific health problems such as obesity, diabetes, ulcers and heart disease. Plan appropriate menus to correct nutritional problems. Consider how the special diet would affect other family members. Plan a family menu incorporating as much of the special diet as possible and desirable.

191

47

83

248

Interview fellow students to determine their concerns relating to nutrition (e.g., overweight, underweight, posture, skin conditions, health of eyes, teeth and hair). Create a school or community bulletin board showing the way these concerns can be dealt with by nutritional methods. Illustrate the nutrition principles behind the proper selection of foods. Create a column for your school paper using information from this activity.

60

149

SUGGESTED COURSE GOAL *The student will be able to plan individual and family diets according to basic nutrition principles.*

LEARNING EXPERIENCES

RESOURCES

Keep track of your food and beverage intake for three days. Evaluate the number of calories and amount of the six basic nutrients you consumed during that three-day period. By age, height and weight, determine your caloric and nutritional needs. Complete a rating sheet, such as the "Rate Your Meals for Teens" sheet.	116
Investigate the factors that affect meal patterns. Discuss the various meal patterns of your class members. Using sound nutritional principles, plan menus to fit the various meal patterns.	223 60
Show the Pillsbury filmstrip on good breakfast ideas. Research the studies done on the importance of breakfast. Plan menus for simple, quick and nutritious breakfasts. Prepare a variety of breakfasts in your home.	220 227 239
Review the nutritional charts on different foods. Rate the utility of the information presented compared to an ideal chart you create with all the information you would want presented on foods (e.g., sodium, calories, fats, cholesterol).	37 180
Keep data on all the food and beverages consumed by all of your family members during a one-week period. List the most commonly consumed items and examine them for nutritional value. Determine substitute items that could replace the commonly consumed items for increased nutritional value (e.g., fewer calories, less cholesterol, more protein, money savings).	184 60
Survey your schoolmates to determine their favorite food and beverage items. Utilize the information to write an ongoing column on nutrition in your school paper. Sell nutritional foods at a food sale to raise money for a worthy cause.	
All class members keep data on the snacks they eat during a one-week period. Compare the nutritional value of the various snacks. Research ways to prepare tasty and nutritious snacks. Have a tasting party in class with nutritious snacks.	13 174 223
Divide into groups. Each group investigates and reports on one or more of the following areas, or completes one or more of the following activities:	21
Create a bulletin board display which illustrates the possible consequences of being overweight or underweight (e.g., <i>overweight</i> —more susceptible to certain diseases, such as heart disease and diabetes; dangerous in pregnancy and surgery; shortened life expectancy. <i>Underweight</i> —poor posture; slow growth).	60 80
Research the body build of your family members. Determine what, if any, inherited traits are evident. Study the relationship between body build, weight control and overall health.	88 173
All students decide if they need to gain weight, lose weight or maintain their present weight. Students develop a dietary plan to meet their goal.	31
Invite a medical specialist, nutritionist or dietitian to class to discuss the importance of following medical advice when controlling weight. Invite persons from TOPS, Weight Watchers or another weight reduction group into class to discuss their program and the desired results.	53
Figure out how to subtract 3500 calories from your week's menu without causing a nutritional deficiency: (This would result in a one pound per week loss.) Formulate an exercise program to burn off 3500 calories per week.	104

SUGGESTED COURSE GOAL

The student will be able to analyze conditions that require special diets and plan nutritional programs for persons with special food needs.

LEARNING EXPERIENCES**RESOURCES**

Read about the nutritional requirements for pregnant women. Plan a low-cost menu to meet those requirements. Show how a woman's diet might change before and after a pregnancy.

243
79

Investigate the special nutritional needs of infancy. Divide into groups and complete the following exercises:

10

Purchase a variety of strained baby foods—fruit, vegetable and meat. Prepare the same amount of strained food in your own kitchen. Note how much food it takes to prepare strained food.

234

Investigate the nutritional value of baby foods. Compare the helpfulness of nutritional labels on baby food items compared to nutritional labels on adult food items.

60

Investigate the schedule for introducing new foods into a baby's diet. Prepare a chart showing the approximate time for adding the new items (e.g., milk, strained foods, cooked cereal, hard foods).

7

21

Invite a nurse or pediatrician into class to discuss the special nutritional problems of early childhood. Discuss the more extreme problems, such as premature birth, infant illness, low-income families. Discuss the effect early eating habits have on later ones.

20

80

Visit the maternity ward in a hospital. Discuss the hospital's dietary plan for infants with appropriate hospital personnel.

Invite a recent mother into class to discuss her experience with her child. (Inviting both an experienced mother and an inexperienced mother might also be interesting.)

38

Plan a nutritious, attractive sack lunch for a 5 to 8-year-old child using foods that aren't perishable yet taste good. Have a contest preparing appealing and nutritious food for young children, utilizing young children as the tasters and judges.

184

Invite a public health dietitian to class to discuss the use of food to control disease. Have the dietitian explain where help can be obtained for planning special diets. Show the American Heart Association Films. Divide the class into groups to plan menus for the conditions shown.

2

215

Think up emergency situations and speculate on the way food supplies might be affected (e.g., unexpected company, power failure, fire, flood, war, drought). Make a bulletin board illustrating these conditions and possible solutions. Invite people to class who've been through emergency situations. Discuss how they provided food in extreme circumstances (e.g., mountain rescue, Red Cross, war veterans, Outward Bound). Plan menus and solution strategies to provide food in the various emergency situations.

153

44

32

**SUGGESTED
PROGRAM GOAL**

The student will be able to apply the skills of food preparation, serving and food management.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to apply safe and sanitary procedures for preparing and storing foods.*

LEARNING EXPERIENCES

RESOURCES

As a class, discuss feelings about and techniques of safety in the kitchen. Then divide into safety inspection teams, each team examining one of the lab kitchens to determine possible safety hazards. Plan and present to the class skits or cartoons illustrating the hazards each team has found. Using the initial discussion and team presentations, work with the class to develop a checklist of safety rules or preventive measures to avoid accidents in the kitchen. Assign points determining the importance of each rule. Post the checklist in each of the lab kitchens.

250

Invite a fire chief to class to present fire prevention advice and to demonstrate the use of the fire extinguisher. Locate the fire extinguishers and fire alarms in your classroom and lab kitchens and make sure you understand how to use them. Investigate methods of extinguishing fires if a commercial extinguisher is not available or fails. Share these methods with the class.

Invite the school nurse or first-aid instructor to your class to demonstrate first-aid procedures helpful in treating common kitchen accidents. Working in small groups, role-play kitchen accidents and appropriate treatment; evaluate your own performance in this exercise. Have each group list supplies for a kitchen first-aid kit, then compare the list with the available kit.

Invite a local health inspector to give a lecture on food handling and storage, including regulations governing utensils and serving ware; if possible, show a movie or filmstrip on sanitation and food-borne disease. Discuss the ideas presented.

225

Investigate and share with the class case studies of illness due to poor sanitation, food processing techniques or incorrect storage.

133

Using petri dishes containing agar as a medium, grow bacteria from various possible sources of food contamination, such as hair, nails, dirt on hands or clothing.

Develop and carry out an experiment to demonstrate the growth of microorganisms in food stored incorrectly.

107

In light of the above experiences, discuss responsibilities to self and others in the handling, preparation and storage of food and utensils. As a class develop a comprehensive checklist of sanitary procedures to use when working with food at home and in the lab. Post this list for future reference in the lab kitchens.

79

SUGGESTED COURSE GOAL *The student will be able to apply basic cooking skills and principles in food preparation.*

LEARNING EXPERIENCES

RESOURCES

Divide into small groups and take turns preparing a food product for which you have no recipe or knowledge of cooking skills and measuring techniques. Discuss the importance of basic cooking skills and procedures.

Develop and implement a series of exercises and games to become familiar with cooking utensils. For example: 188

- a scavenger hunt for listed utensils 80
- a bulletin board display
- a contest to see who can in a set time list and describe uses of most utensils

To become familiar with terms and abbreviations used in cooking, develop and perform a series of exercises and games, such as 88

- Charades, with students acting out a cooking term drawn from slips of paper in a container.
- Matching game, where half of class have cards with abbreviations, other half have full terms; they must find their match as quickly as possible. 245

Divide into groups to investigate and practice the proper way of measuring liquid, dry and solid food products. Compare metric measures to American measures. Go through several recipes in a cookbook to make sure you understand terms, abbreviations and the equipment needed. Then change one of the recipes to the metric system. 125
66
50
49
144
185

Make a list of "Ten Ways to Keep a Friend" when sharing a kitchen. Share and discuss the list with other members of a small group. Have each group write and present a skit of what might happen when people working together in the kitchen do not share organization and responsibility for cooking tasks. Discuss the presentations and develop a class checklist of the five most important qualities of a good-group member. Use this as a self-evaluation device during the cooking labs in this unit.

Organize the work plan, time schedule and marketing list for one of the cooking labs in this unit. Inform other members about the structure you have set up and the responsibilities assigned at least one day before the lab is to take place. Evaluate the lab when completed and inform the class of your findings, using the following criteria as applicable:

- use of time
- use of energy
- group coordination
- cost versus nutrition
- value of experience
- areas for improvement

Make a class cookbook of individual student's favorite recipes. Check one another's recipes for accuracy of terms and completeness. Working in small groups, take one of the recipes and increase amounts to provide enough servings for the entire class; take another recipe and decrease amounts to serve two people. Share results and any problems encountered when completing the activity.

FRUITS AND VEGETABLES

Read about the nutrients in commonly eaten fruits and vegetables and prepare a chart of caloric and nutrient values. Identify which of these fruits and vegetables supply more than 50 percent of U.S. recommended daily allowance for vitamins A and C. As a class, design a bulletin board around these "super" fruits and vegetables, or role play the contribution of these to the human diet. 167
170

Investigate and experiment with methods of cooking vegetables (e.g., baking, frying, steaming, boiling). Discuss how the method of cooking affects the vegetables regarding flavor, texture, color and nutrition.	92 179 128
Investigate and share types of salad greens other than lettuce (e.g., spinach, turnip greens, dandelion leaf, endive). Discuss types and uses of salad dressings. Investigate other types of salads such as gelatin, fruit and vegetable. Organize and hold a salad tasting lab, listing the ingredients and nutrients for each salad.	82
From a chart students have developed, review the use of fruits in the diet. Experiment with and compare different ways of preparing fruit, such as fresh, cooked, dried and canned. Discuss changes in nutrients, flavor, and appearance due to type of preparation, including the effects of additives such as sugar, lemon and pectin.	85
Working with small groups of students, prepare a fresh fruits platter, fresh fruit cup, or fresh fruit juices. Judge each for the most palatable, attractive and nutritious characteristics.	60
Review the common fruits and vegetables and identify the season each is plentiful. Discuss tasteful and nutritive methods of preparing each. Investigate and discuss the means of preserving and storing fruits and vegetables for retention of nutritive and aesthetic qualities.	100 123 90

MEATS

Investigate the principal nutrients in the meat group. Develop a chart comparing nutrients for different types of meat such as pork, lamb, beef.	181
Keep a list of new vocabulary words or terms encountered while reading about meat; share with classmates.	
Study and discuss the principles and techniques of meat cookery.	
Visit a meat market or invite a butcher to class to discuss different meat cuts and methods of cooking; the tenderness, nutrients and cost of various cuts; and meat carving techniques.	117
Invite a guest speaker from the meatpacking industry to discuss meat inspection, grading of meat and the Wholesale Meat Act.	
Figure the cost per serving of various cuts of meat. In small groups, divide a less tender cut of meat into several pieces. Tenderize by various methods such as pounding, grinding, adding chemicals, slow cooking and marinating. Compare and discuss the results.	141
Investigate preservation and storage techniques for fresh, frozen, cooked and canned meats. Share findings with the class.	183
Investigate and discuss low-cost meats, meat extenders and meat substitutes. Organize and prepare a lab using these meats in casseroles and original recipes.	152
Discuss economic, cultural and nutritive factors that affect meat buying decisions.	146 241 253

FISH

Investigate the nutritive value of various seafoods.	118
Keep a list of new words found in reading about seafood. Share these with classmates.	
Visit a seafood market or invite a fishmonger to class to discuss kinds of seafood and freshwater fish available in the area; the preparation, nutritive value and cost of fish; the filleting of fish.	127
In small lab groups investigate and demonstrate methods and techniques of seafood cookery, such as poaching or broiling.	156

Study and discuss different methods of preserving and storing fish.

Compare fish with meat, using the following criteria and any others you can devise:

157

nutritive value
cost
availability, projected availability
cultural and social values affecting use
ease of preservation and storage
chemical additives
environmental impact

POULTRY

Study the nutritive value of various kinds of poultry.

129

Keep a list of new words found in reading about poultry. Share with classmates.

Visit a poultry market or invite a butcher to class to discuss kinds of poultry available in the area; the preparation, nutritive value and cost of poultry; and the cutting of fresh fowl.

In small lab groups, investigate and demonstrate methods of selecting and cooking poultry, such as fricasseeing, broiling, baking and stewing.

Compare poultry with fish and meat using the following criteria:

nutritive value
cost
availability, projected availability
cultural and social values affecting use
ease of preservation and storage
chemical additives
environmental impact

DAIRY PRODUCTS

Investigate the nutritional value of foods in the dairy group.

Study types of milk and milk substitutes to determine their nutritional equivalency.

Study and discuss general cooking principles for milk products. Organize a lab to experiment with milk-based recipes such as white sauces, puddings and cream soups. Substitute various types of milk products in the recipes and include a commercially prepared product. Compare the results for taste, nutrition and difficulties encountered with types of milk.

Investigate and plan a display about the production of cheeses. Organize a cheese-tasting lab.

Relate the principles of cooking with milk to cooking with cheese. Divide into groups and prepare several types of cheese casseroles. Discuss their nutritive value as compared with a meat/fish/poultry main course meal.

EGGS

Identify the parts of the egg and the nutrients found in eggs.

259

Keep a list of new terms found in reading about eggs and share these with classmates.

Prepare a bulletin board to describe what is meant by the grades, sizes and fertility of eggs. Discuss how this affects selection, storage and nutritive value.

Investigate and discuss these functions of eggs in cookery:

- thickening agent
- leavening agent
- emulsifying agent
- binding or coating foods
- adding nutrients
- improving color, texture, flavor

Organize and carry out a lab where each of several groups prepares an egg dish as a main course, varying some of the recipes with egg substitutes. Compare the cost, nutritional value and flavor of eggs and egg substitutes.

15

BREADS AND CEREALS

Study the nutritive value of breads, cereals and cereal products. Discuss the role of carbohydrates in providing energy for the body.

134

Make a bulletin board illustrating the parts of a wheat kernel and the milling process. Compare and discuss the nutritional differences of cereals and grains milled in various ways.

Investigate and list the basic techniques of cooking with cereals and grains. Discuss the problems inherent in cooking with starch products and determine methods to avoid these problems.

Analyze what happens to a grain of cereal when it is cooked. Organize a lab to compare cooked cereals with uncooked ones (e.g., cream of wheat or granola). Compare hot with cold cereals also for nutrition and flavor. Research and list uses other than breakfast food for cereal.

Divide into lab groups and make macaroni from scratch, experimenting with a variety of flours. Investigate the most nutritional methods of preparing and cooking macaroni. Share your results with the other groups.

Make dough of water and flour: 1 cup flour—gradually add approximately ¼ cup water to form a stiff (not sticky) dough. Knead extensively and let stand before wrapping with cheesecloth and run water over to remove starch. Bake at 450° 10 to 15 minutes. Drop temperature to 325° for 30 minutes. If done correctly, dough will increase in volume 4 to 6 times. Discuss the results.

Investigate and discuss the action of the following leavening agents:

84

- yeast
- baking soda
- baking powder
- steam
- incorporated air

224

Have different kitchen lab groups prepare a common grain food using one of the leavening agents.

In the kitchen lab, prepare yeast breads using different grains and shaping the bread in various ways.

Using cakes and pies as examples, discuss the difference between batters and doughs, including ingredients, preparation, timing, equipment needed and standards for completed products. Select and prepare a cake and a pie in the kitchen lab, and discuss their nutritional value.

130

Sell the foods produced in the three previous learning exercises to raise funds for future activities.

FATS

Study the importance of fats in the human diet. Make a list of types of fats and their different nutritive values.

Divide into groups and make pastries with different types of shortening. Compare the results and rank the pastries according to taste, appearance, texture and nutritional value.

Fry foods, varying the types of fat used and the cooking temperature. Compare the results.

Read about the varieties and uses of spices and herbs. Prepare variations of a single recipe with different spices and herbs than called for (fresh and dried). Then taste and compare the versions of the recipe.

To practice identifying problems and errors in a recipe, take a single cupcake recipe for preparation. Divide into groups, each group preparing one variation on the recipe such as no eggs, no baking powder, no salt. Share the results and have each individual record impressions on the following chart:

19

- No eggs: appearance, taste, texture, consistency
- No baking powder: appearance, taste, texture, consistency
- No salt: appearance, taste, texture, consistency
- Other:

Discuss errors made in cooking throughout this unit. Develop games and exercises to practice matching problem with cause, for example:

- Flash cards: problems one side, cause on the other
- Fish/Game cards: product failure matched with cause

Prepare a simple and nutritious breakfast and a simple and nutritious lunch. Share ideas from the menus prepared. Discuss eating patterns in relation to body's needs.

99
6
252
251

Collect and share advertisements of snack foods and discuss the effect of advertising on food habits. Develop a list of nutritious snack foods from all the food groups. Compare these with commercially prepared snack foods for nutrition and cost.

101
24

Draw up a week's menu plan, keeping in mind the nutritional needs, tastes and economic means of an average-income family of four. Assume that, for the majority of the week, the meal plans should be quick and simple. Take advantage of seasonal foods and draw on all food groups. Trade menus with another classmate and analyze the success of the menu.

SUGGESTED COURSE GOAL*The student will be able to manage time, energy and money in the preparation of nutritious foods.***LEARNING EXPERIENCES****RESOURCES**

As a class, decide on a complex food preparation activity which can be finished in a set time with careful planning and organization. Allow one day for planning, the next for actual preparation. On planning day divide into four equal groups structured in this manner:

Group 1: do no planning; spend time in free activity

Group 2: randomly chosen member does planning, does not inform other group members, who are in free activity, until beginning of preparation next day

Group 3: plans together with no leader

Group 4: plans together with leader

All groups begin preparation at the same time the next day. When time is up, all groups must stop, finished or not. Serve completed products and make plans to finish any not completed. Analyze the experience and discuss relative time and energy expenditures in all the groups, as well as any differences in the final food product.

Formulate a class definition of "convenience" foods. Discuss the difficulties of discovering the nutritional value of some convenience foods and determine methods of study.

138

Bring in ideas for the home preparation of convenience foods, choose several and prepare them in class. Compare them with the commercially prepared product. Debate the pros and cons of the foods made from scratch versus their ready-made counterparts.

Each of several groups select a convenience food, prepare it creatively and share it with the class. Evaluate results on the basis of additional time, energy and money used compared to the nutrients and quality gained. Discuss other creative approaches to the convenience foods selected.

Set up a "What's New" display of convenience foods, including suggestions for creative preparation.

Study time and energy saving techniques in food preparation. Pretend you are a management consultant and investigate one of the lab kitchens. Draw up a list of suggestions and changes that will save time and energy, such as better placement of equipment and utensils, new equipment, or altering the division of labor in a given project.

Investigate new food preparation equipment. Analyze management problems each might represent (e.g., electronic ovens which cook only one food at a time). Share your findings with the class.

.182

Set up a kitchen equipment fair. Demonstrate and discuss the equipment.

Write and distribute a household hints column or pamphlet about saving time, energy and money in food preparation.

Divide into groups, each choosing a meal-planning project related to a specific management technique, such as planning a menu:

- to be prepared and eaten in a limited amount of time
- to take best advantage of seasonal foods
- that best utilizes given equipment
- to demonstrate variety in color, texture, flavor and shape

Evaluate and discuss the success of one another's projects.

Make a chart illustrating typical food preparation duties for each of your family members. Determine the value of redistributing the tasks and revise the chart accordingly. Share the results with family and classmates.

SUGGESTED COURSE GOAL *The student will be able to apply proper techniques for the preservation of foods at home and determine the benefits.*

LEARNING EXPERIENCES	RESOURCES
Make a list of the changes necessary in your daily routine if no dried, frozen or canned foods were available. Draw a cartoon of a single situation where your routine would be upset by this lack and post it on the bulletin board.	
Brainstorm and list methods of preserving food. Investigate methods of food preservation, including those no longer commonly used.	161
Find and display articles about food spoilage that have occurred in home or commercially preserved foods. Discuss the causes and precautions to be taken in home preservation or purchase of commercially preserved food.	93
Invite a homemaker, experienced student or teacher to present a demonstration of preservation techniques. Take notes on techniques and special hints the speaker may give.	222
Divide into groups according to preservation techniques. Review the technique for which your group is responsible. Choose a food presently in season and have each group preserve it. Display preserves and demonstrate the process and equipment used. After several weeks, open the preserves and compare for taste, texture and appearance.	126 154 8
Prepare a food sample for freezer storage using different containers, such as glass, plastic and wrapping materials. Freeze, thaw and compare quality of products.	26
Purchase a food in fresh form and in several different processed forms. Compare for taste, price, nutrients, time required for preparation. Analyze the processed forms for additives present.	122
Write a paragraph describing feelings, concerns and values developed while doing food preservation projects.	34
Develop and share a list of special precautionary measures taken during food preservation projects. Review filmstrips or leaflets on food preservation techniques and cautionary measures. Summarize materials by developing games and exercises such as flashcards of terms or equipment and identifying the process to which they belong.	209 5 257 86

SUGGESTED COURSE GOAL

The student will be able to identify and describe the potential for working with foods as a source of creative and aesthetic self-expression.

LEARNING EXPERIENCES

RESOURCES

Go on a field trip to a china store or department. Observe and take notes on different designs and materials used in table settings.

Spend a morning at rummage sales and dime stores; take notes or else purchase possible finds for table appointments. Share your discoveries with classmates.

Design and make an unusual tablecloth, centerpiece, runner or place mats.

Study and demonstrate, through skits or cartoons, improper table setting and manners.

126
48
21

Organize a bulletin board display of magazine pictures showing eating customs in other countries. Discuss differences in table settings and manners. In groups, compose two universal rules for appropriate table manners. Share and discuss them with other groups.

Find and organize a display of foods and equipment suitable for picnics and backpacking, including safety and sanitary precautions.

74

Plan a menu and equipment for a backpacking trip with certain limiting conditions, such as no potable water or firewood.

38

Design an exercise on improvising equipment from the environment, pretending, for instance, that you forgot silverware on a backpacking trip.

Taste dehydrated backpacking food. Discuss its pros and cons on trips of various lengths regarding taste, cost, weight and nutrient value.

Plan a barbecue or picnic using creative ideas found in magazines and cookbooks or presented in class. Practice and share firebuilding and outdoor cooking techniques as you prepare the meal.

Review issues of *Gourmet* magazine. Share examples of ordinary meals prepared in a special way. Try several recipes in the lab, altering, if possible, the more expensive ingredients with similar, less expensive ones. Share your results. Discuss and define the term "gourmet."

190

Develop an itemized plan for a special party where food is served. Figure the total cost of the party and cost per guest, then cut the expenses by one third. Indicate where costs were cut and why, and discuss how the party will be affected.

Adapt a menu plan to serve a very large group. Make and list special considerations if this meal were to be served at home, in the home economics room or in a large banquet hall.

Give each of several groups a different menu for which each designs a creative table setting, including decorations and centerpieces. Evaluate one another's settings.

Plan and carry out a party for senior citizens.

Review the unit and discuss your feelings about planning and preparing foods attractively or for special occasions.

**SUGGESTED
PROGRAM GOAL**

The student will be able to apply consumer skills related to the purchase of foods.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to interpret the influence of cultural, economic, psychological and social factors on the selection of individual and family foods.*

LEARNING EXPERIENCES

RESOURCES

During a field trip to a grocery store, each student select one food product. Note which brand of that product on display catches your eye first and why. Then compare the variety of brands as to cost, convenience, quality, quantity or sizes available, and nutrient value. Report results to the class and discuss.	
Collect food advertisements from magazines, newspapers and television. Analyze the effectiveness of the ads and the amount of actual food information each supplies. Organize a display of the most effective advertisements.	
Invite advertising people in the food industry to class to discuss psychological considerations and techniques used in advertising.	
Review selected books, pamphlets and films on ads and advertising. Present a review of one of these sources to class. Discuss and list selling techniques and devise a game around them, such as dividing into groups, each of which develops a skit or advertisement illustrating a technique.	261 258
Write and present a food advertisement for the radio; then adapt it for a newspaper. Discuss the advertisement differences due to media type, motivational techniques used, and the reliability and effectiveness of the information presented.	226 221 108
Study selected materials and define types of food labeling. Discuss the Fair Packaging and Labeling Act, and what it requires on labels.	132 217 212 136
Collect labels from products used at home or in the lab. Divide the labels among groups and analyze the information required by law, as well as additional or descriptive labeling. Share findings with the class.	
Study and discuss the factors and format involved in nutritional labeling. Develop a class model for an accurate and readable nutritional label.	148
Determine types of products with open dating and those without. Discuss open dating as an aid to the consumer, and its effect on retailers.	
Invite a guest speaker from the grocery industry to discuss the pros and cons of the universal product code and automated checkout.	165 139 260
For one week, keep a written record of the food you eat. Describe and discuss the factors which influenced your food decisions. On the board make a class list of these factors under main headings such as social, cultural, economic, physical, and intellectual.	79 4
Imagine that you must decide whether to buy a food product for your family in one form only (e.g., frozen, dehydrated, canned, or the ingredients to make it from scratch). List and discuss the steps used in making the decision.	21 20 67
Using grocery ads from local newspapers and assuming a given amount of money, write a nutritionally balanced dinner menu for a week. Consider sale items and amounts of savings, and the use of time, energy and transportation shopping at several stores to take advantage of sales. Share your menu with the class and discuss the decision-making steps used.	

SUGGESTED COURSE GOAL *The student will be able to apply shopping and management principles in the wise use of the food dollar.*

LEARNING EXPERIENCES

RESOURCES

Divide the class into three groups representing how, when and where to shop. Have each group discuss and list considerations related to their title. For instance:

- How: use comparative pricing techniques
- When: shop during legitimate sales
- Where: shop where you know the quality of merchandise is good

Make a bulletin board display from the ideas of each group.

Take a field trip to a store. Observe and discuss the store layout, merchandising techniques, display items and their relation to shoppers' traffic patterns.

Conduct a survey to determine the services of local stores, store hours, when stores are least crowded, and sales or promotions scheduled by different stores. Discuss the effect of these on shopping patterns.

Develop skits or role play wise shopping procedures versus poor shopping procedures. Discuss how food money can be wasted or extended by impulse buying; trading stamps; fads or fads on food; vitamin and dietary supplements.

263
175

Share with the class an advertising gimmick by which you were taken in.

Identify and display various methods for packaging food. Organize a display of different package sizes, indicating possible deception. Discuss packaging practices that add to the cost of the food product such as nutrient labeling, container types and additions for consumer enticement.

240
105
77
169

Invite a speaker from the county extension agency to discuss food and "hidden" food costs, as well as ways to extend the food dollar.

Study, then lead a class discussion on the initial cost of the changeover to the metric system. Organize a display on the metric system, comparing it to the system we use now.

254
23
186

Invite a supermarket manager to class to discuss past and present changes in the grocery industry, and how these affect the consumer.

97

Divide into two groups. Have group A purchase several brands of the same canned food product and weigh the actual content after water or syrup is removed. Compare actual costs per serving of the brands. Group B prepares a specific weight of ground meats with various fat contents, noting the amount of shrinkage and figuring the actual cost per serving. List findings from both groups on the board and discuss whether the less expensive brand or variety is a true saving.

Use consumer periodicals to compare the price and quality of various brands of the same food product. Discuss how brand names affect cost.

Conduct experiments to determine low cost foods with high nutritive value in the following manner:

- Group A tests five vegetables, showing cost and value of nutrients per serving, using in-season and preserved vegetables
- Group B compares five cereals for cost and value of nutrients per serving
- Group C compares home-prepared and TV dinners of same type for cost and nutrient value per serving

Share group results.

Using a balanced menu that is high in cost, divide into groups and substitute lower cost foods with high nutrient value. Compare new menus, discuss the reasons for changes made and compute difference in cost.

Identify cultural and economic factors affecting the definition and use of "luxury" foods. Discuss the difference between wants and necessities.

As a class, discuss and list on the board factors affecting food cost under the following headings: 113

- marketing (e.g., advertising) 160
- food store operation (e.g., pricing policy)
- economic factors (e.g., labor relations)
- environmental factors (e.g., season)
- family circumstance (e.g., special dietary needs)

Invite a panel of parents and others to discuss ways they try to control the cost of purchasing food.

Construct a bulletin board display of methods by which the consumer can control food costs and extend the food dollar. Compose a booklet of these methods (including tested, low-cost recipes) and distribute it. 242

Discuss home gardening as an alternative to buying produce. Interested students could plan and plant a garden, then figure the cost and estimated nutrient value of the food produced.

Develop and play games to help broaden your awareness of realistic food prices. For example:

- The Price Is Right—guess the actual price of displayed items
- Menu Plan—write a balanced menu plan and figure cost per serving, then compare with actual food costs

Use newspaper ads. for or visit a large supermarket, a discount or specialty store and a small, locally owned grocery. List advantages and disadvantages to each type of outlet, comparing the prices of food at each. Discuss findings.

Go to the store where your family shopping is done. Break down the total food purchases separately for

- meats
- fish and poultry
- eggs
- milk and dairy products
- fruits and vegetables
- bread and cereals
- fats and miscellaneous

Record percentages for each category and compare your list with others' lists.

Review reading materials to determine characteristic low-, moderate- and high-cost food menus. Plan a menu using each type. Discuss problems and solutions. 177

Review and discuss the advantages of planning ahead before shopping. Compile a class summary of effective shopping list organization, shopping techniques and food management. Use the same format as the first learning experience of this unit on page 36 (i.e., how, when, where to shop). 256
218
63

List considerations in food planning for your own family, such as size of family, age of members, food dollar spending versus spending in other areas, etc. Discuss the importance of total family cooperation in the food spending plan. 261

Buy your family's groceries for one week. Discuss problems and solutions.

Develop a written overall budget for a family, given a weekly income amount. Set up categories for food, shelter, clothing, entertainment, transportation, medical and insurance, and miscellaneous. Evaluate and discuss the percentage of income breakdown for each category. 28
115

SUGGESTED COURSE GOAL *The student will be able to apply the rights and responsibilities of the buyer and seller in the purchase and selection of foods and food preparation equipment.*

LEARNING EXPERIENCES

RESOURCES

Invite a panel to discuss rights and responsibilities of the consumer-citizen. Videotape or record the discussion for other classes.

Divide into two groups. One group researches the rights and responsibilities of the buyer; the second group researches rights and responsibilities of the seller. Discuss and display a list of your findings. For example:

249

Consumer Right: to be informed of true ingredients

Consumer Responsibility: to examine food product label

Seller Right: to a fair profit

Seller Responsibility: to keep prices competitive

229

230

Collect and display cartoons pertaining to the consumer and food buying. Using a personal experience as a basis, draw and display your own cartoon.

Role play responsible and irresponsible consumer and salesperson behavior through logical consequences. Discuss whether each situation is a right or responsibility of the buyer or seller. For instance, rudeness to the seller may result in the buyer receiving inadequate or inaccurate food product information.

Interview grocery store buyers and study selected materials to learn how the selection of goods and stock on hand is affected by consumer demands.

163

With the permission of the grocery store manager, work in pairs to observe different shoppers in the store. Watch for "impulse" purchases. Share and discuss your findings.

Write a short paper outlining factors which influence teenage spending. Compare in class, and figure percentages of money spent in different classifications. Evaluate your own performance as a responsible consumer.

16

Discuss the question "How are your parents or guardians teaching you money management?"

Discuss the rights of consumers to be informed of deceptive practices versus the responsibility of consumers to inform themselves.

216

Arrive at a class definition of consumer resource materials.

Using the following list as a guide, in small groups or individually study and report on one of the agencies or aids available to the consumer:

81

Consumer-financed testing agencies

Consumers Union of U.S.

Consumers' Research

77

40

Business efforts

Underwriters' Laboratory

National Electrical Manufacturer's Association

United States of America Institute

73

42

National voluntary consumer organizations

National Consumer League

Center for Consumer Affairs

National Consumers Committee for Research and Education

9

12

National approval/testing centers

"Seals of Approval"

Better Business Bureau

American Home Economics Association

American Dental Association

166

- Consumer services of individual stores
- State and local levels
 - Fraud bureaus
 - State, county and city agencies
 - Voluntary organizations
 - Consumer representatives in government
- Federal government
 - Federal Communications Commission
 - Federal Trade Commission
 - Food and Drug Administration

Choose a controversial food product. Divide into groups and study the product through a variety of consumer aids and publications, including at least one from every group listed in the previous learning experience. Compare findings and evaluate the reliability and validity of information and recommendations from each source.

Analyze recent copies of *Consumer Bulletin* and *Consumer Report*. Prepare a one-page paper on the nature and content of these publications and their value to consumers. Discuss the type of people likely to be subscribers.

Obtain a copy of the *Consumer Education Bibliography*. Send for, examine and discuss the publications which are food resource materials. How varied and complete is the information? 94

From the sources examined in the five previous learning experiences, compile a consumer food product resource file for the classroom or school.

Discuss the value for the consumer of up-to-date product information. Determine a methodology for securing and screening current food resource material. For example:

- Securing—from bibliography in books, magazines, articles
- Screening—note publication date, evidence of research

Investigate the concept of food additives. Define the term "food additives" as a class. Discuss the use and function of additives in food products. 47
60
38
5

Visit a cannery, food processing plant, or produce or meat department of a grocery store. Investigate the presence of additives through 111

- pesticide residues
- fertilization or fattening processes
- manufacturing processes
- food containers
- safety and sanitary considerations

Display labels from food containers, underlining additives. Take one label and analyze the functions of the additives present. Study the pros and cons of those additives. 102
80
159

Divide into two groups and debate the use of food additives. Note the points made by each side and prepare a bulletin board display of the advantages and disadvantages of food additives.

Investigate and present to the class an example of a food fad, such as a capsule or wafer meal, or different diets. Discuss characteristics of food fads, and the techniques or methods used by fad promoters to sell their product, such as scare tactics, incomplete research, or use of public ignorance. 78
260
247

Share an article or personal experience dealing with food fads.

Discuss possible results from following food fads, for instance, additional expense or endangered health.

As a class, define the term "health food." Divide into groups to examine current references on health food and articles from health food magazines. Evaluate and discuss the resources examined.

60

Debate whether health food is a food fad.

Report to the class on how to purchase food equipment in regard to

143

safety considerations for use and care
seals attached to identify appliances as tested or guaranteed
product warranties

Collect a variety of guarantees and warranties. Divide into groups to analyze and evaluate one of the samples in regard to

what is covered
circumstances which would make it invalid
length of time covered
restitution provided

Write an effective and an ineffective warranty for a piece of food equipment or table serviceware. Share and evaluate with classmates. Discuss criteria for a warranty of value to the consumer.

List, then draw names of materials such as Teflon, aluminum, stainless steel, copper, foil. Investigate heat conduction properties and proper care procedures for the material drawn. Report to class and discuss.

231
145
158

Develop a game to learn terms related to use and care of equipment—for instance, match terms with pictures of equipment to which they generally apply.

Collect magazine and newspaper ads to study general trends and features of kitchen equipment. Discuss which and whether new features are a definite improvement in equipment design.

Each kitchen group bake a simple cooking recipe using different cooking sheets, including

Teflon coated
shiny aluminum
dark tin
dented aluminum

Compare results. Discuss problems or advantages of different materials and importance of selection and care of equipment.

To demonstrate the versatility of small kitchen appliances, prepare products not commonly prepared in each—for instance, cole slaw in a blender or cake in a frying pan.

Plan and prepare the same meal using equipment other than an oven, and one using an oven only. Discuss and list ways to improvise when an oven is not available, or when it is the only appliance available.

Prepare and compare foods cooked with a microwave oven to a conventional oven for color, flavor, texture, cost, time and energy used. Investigate and debate the use of the microwave oven.

164

Study energy costs of various kitchen appliances. List and share ways to save energy, such as turning off the electric range or oven a few minutes before end of cooking time.

Choose a specific appliance used in the kitchen and investigate trends and features, including a visit to the appliance store to compare brands. Determine the best buy for the lab kitchen, and the best buy for your own family. Report your decision and reasoning to the class.

Make a list of "luxury" and "needed" features in a variety of appliances. Compare lists with your classmates and discuss criteria for choices.

From personal experience, newspapers and consumer education periodicals, list deceptive food and food equipment practices encountered. Share and list ideas on how to detect such practices.

Develop criteria for legitimate consumer complaints about food or food equipment purchases—e.g., in what instances the consumer should have examined the product more responsibly before purchase, in what instances the seller should be blamed for deceptive practices. 172

Invite guest speakers such as business people in the food industry, lawyers, or consumer agency personnel to discuss how complaints can be presented most effectively. 244

Devise a consumer complaint form and perhaps use it to write a letter of complaint about a food product to the Food and Drug Administration. Critique and compare as a class. 114
52

Divide into small groups to report on possible individual and collective actions that can be taken against deceptive food and food equipment practices, and on agencies available for aid, including

Federal Agencies

- U.S. Department of Health, Education and Welfare
 - Public Health Service
 - Food and Drug Administration
- U.S. Department of Agriculture
 - Agriculture Research Service
 - Agriculture Marketing Service
- U.S. Department of Commerce
 - National Bureau of Standards
 - Federal Trade Commission
 - Office of Consumer Affairs

State Agencies

- State Department of Agriculture
- State Consumer Protection Agency

Private Agencies

- Better Business Bureau
- Food Manufacturers, Consumer Relations Director
- Home Service magazines
- Legal Aid societies

Draw up general guidelines for procedures to resolve consumer complaints relating to food and food equipment purchases.

Invite a lawyer or consumer agency representative to discuss consumer protection services in Oregon. In what areas and to what extent do these services protect the consumer?

From newspapers, magazines or personal experience, present a consumer protection situation to the class. Decide what action would apply, where to go, and how to proceed.

Discuss who has the final responsibility for consumer protection.

**SUGGESTED
PROGRAM GOAL**

The student will be able to identify and describe qualities and preparation needed for employment in food service occupations.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify economic trends, employment opportunities, job requirements, and personal interests and talents in the food service field.*

LEARNING EXPERIENCES

RESOURCES

Investigate growth and employment trends in the food industry.

Invite a person from "Restaurants of Oregon" to your class to discuss food industry job opportunities.

Survey the local community for potential job opportunities in the food industry. Discuss local factors affecting job opportunities, such as major industries, educational opportunities and economic conditions. Compare these factors with a smaller and a larger community in Oregon. 228
64

Take a class field trip to a restaurant or other food service establishment. Observe various food service jobs and outline interests, abilities and skills that would aid in the performance of each job. Share these, then make a bulletin board display of the findings. 246

Clip all food-related jobs in the newspaper want ads for a week. List and categorize types of jobs offered. Make a job cluster pyramid display according to levels of training and experience required for each job.

Study food industry jobs by reading and by interviewing people in the field. Find out 18
salary levels 233
advancement opportunities
age limits
experience needed
working conditions
expected responsibilities

Share your findings:

Invite a union representative in the food industry to talk in class about union-related apprenticeship programs, such as a meat cutter's program.

Brainstorm about occupations that may not be immediately thought of as food service careers but are related in some way—for instance, restaurant architect, food magazine journalist or photographer, or animal nutritionist. Share your ideas.

Invite a counselor or employer in food service to discuss personal qualities important for a food service employee, methods of acquiring entry-level skills, and opportunities for further education in food service occupations.

Have demonstrations or workshops on job skills, such as

grooming
purchase and upkeep of clothing
voice and speech habits
communication skills

Discuss good attitudes for the relationship between

employer-employee
employee-employee
employee-customer

Role-play conflict situations in the above categories and discuss best solutions. Decide how attitudes, skills and abilities affect job success.

Develop a checklist of attitudes, skills and abilities necessary for a job in the food service industry. Find your weak and strong points and make plans for improvement where necessary.

Review food service jobs. Decide which jobs would be the most and least appropriate for you, and why. Decide which jobs interest you most and least, and why. Outline steps you would have to take to obtain skills necessary for jobs that interest you most.

Serve lunch to the faculty or another group. Have students perform jobs of cooks, managers, hostesses, dishwashers, etc. Evaluate and discuss your performance and your feelings about the role assigned.

SUGGESTED COURSE GOAL *The student will be able to identify jobs and training opportunities for self-employment in the field of nutrition and foods.*

LEARNING EXPERIENCES

RESOURCES

As a class, list food-related homemaking tasks into separate skills and abilities such as purchasing, preparing, nutrition planning, etc. Discuss opportunities to gain training and skills in each area, from specialty schools to clubs or readings. Evaluate your own strength or weakness in each area and outline a plan for improvement where necessary.

Discuss differences in home food preparation and food habits when all family members are employed or active outside the home. Determine techniques to minimize differences, such as family cooperation or use of special kitchen equipment.

Research and share ideas for food-related jobs that can be done at home to earn money. For example:

- catering
- planning and giving parties
- making specialty items
- writing food articles or books
- running a home restaurant

Prepare a bulletin board or display case to illustrate your ideas.

Investigate laws and regulations regarding the operation of a food-related business at home.

Divide into groups and prepare samples of foods that could be prepared and sold from home. Compute the dollar value of shopping, preparation, serving and cleanup for each product. Evaluate products and determine improvements that could be made. Research marketing possibilities.

Plan and carry out a class food product similar to one that could be prepared and sold from home.

Discuss personal feelings and experiences gained from homemaking activities.

ASSESSMENT

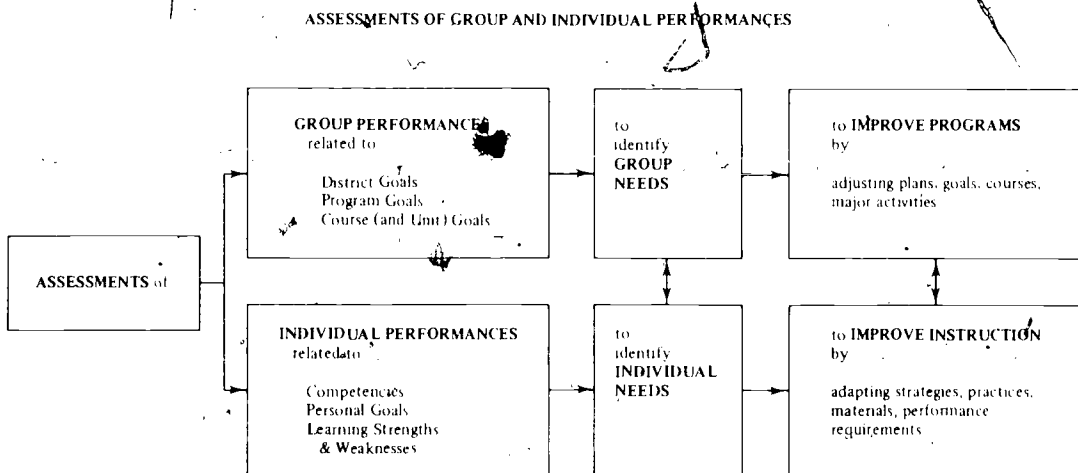
In the Goal-Based Planning for Home Economics section of this guide, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals. Competencies were discussed. Personal goals of individual students were mentioned. These were followed by specific suggestions (learning activities; teaching strategies, resources, alternative instruction, etc.) designed to assist the planner in implementing a goal-based curriculum.

Once instructional plans are implemented, the teacher must pose the question: Are students attaining desired outcomes, and is the home economics program helping them to reach those outcomes? The quality of the answers to these questions depends on for what purpose and how well assessment activities are designed and carried out.

To measure the attainment of any goal or competency (Was it reached? . . . not Why? or Why not? or even How well?), Oregon uses **ASSESSMENT**. Assessment in Oregon means *taking inventory*—asking, Where are we? Evaluation in Oregon means *judging the inventory(ies)*—asking, What'd we intend to do? What did we do? How well'd we do it? What would we do differently if we did it over? Assessment and evaluation are *not* synonyms in Oregon.

If it is desirable to know the kind of overall job the home economics program is doing, then the performance of groups of students is significant. Assessment focuses on whether an acceptable majority of students is attaining established goals. The needs of groups of students can then be identified and program planning improved accordingly. If, however, it is desirable to know how well individual students are attaining desired (or required) outcomes, then the performance of each individual student is significant. Assessment focuses on the needs, interests, and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. The needs of individual students can then be identified and learning activities, teaching strategies, resources, etc., adjusted accordingly.

These relationships are shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.



Assessment of district goal attainment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Assessment of program goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers and curriculum planners desire?

Assessment of course goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers desire for *Nutrition & Foods*?

Assessment of competency attainment answers the question: To what extent is a student demonstrating desired *applications* of what has been learned in order to graduate?

Assessment of personal goal attainment answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances that can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

To be in compliance with state requirements, each district must assure that assessment activities are carried out in relation to three points. Assessment of student demonstration of competencies required for graduation and identification of learning strengths and weaknesses are two of these. In addition, the home economics program may be selected by your district for a special kind of assessment required by the state. If this happens, it will be necessary to analyze the goals of the program to determine the extent to which students must develop or apply reading, writing, and computing skills in attaining those goals. Assessment will then focus on describing how well the necessary skills are being developed or applied.*

*Assessment in goal-based planning is described on pages 17-30 in the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions*. (Salem: Oregon Department of Education, 1977).

data reportedly accurate
at time of publication

RESOURCES

Print

- | <i>Books & Articles for Students</i> | <i>Address</i> |
|---|---|
| 1 <i>Americana Cookery—Favorite Recipes of Home Economics Teachers</i> . Montgomery, AL: Favorite Recipes Press, n.d. | Favorite Recipes Press
PO Box 3396
Montgomery, AL 36109 |
| 2 American Heart Association, <i>American Heart Association Cookbook</i> , New Ed. New York: David McKay Co, Inc, 1975. | David McKay Co, Inc
750 Third Avenue
New York, NY 10017 |
| 3 Aykroyd, W.R. <i>The Conquest of Famine</i> . New York: Reader's Digest Press, 1975. | Reader's Digest Press
T.Y. Crowell Co Distributors
666 Fifth Avenue
New York, NY 10019 |
| 4 Barclay, Marion, et al. <i>Teen Guide to Homemaking</i> , Third Edition. New York: McGraw-Hill, 1972. | McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020 |
| 5 Bernarde, Melvin A. <i>The Chemicals We Eat</i> . New York: McGraw-Hill, 1971. | (see 4) |
| 6 <i>Betty Crocker's New Boys' and Girls' Cookbook</i> . New York: Western Publishing Co, Inc, 1965. | Western Publishing Co, Inc
1220 Mound Avenue
Racine, WI 53404 |
| 7. <i>Bicentennial Cookbook—Favorite Recipes of Home Economics Teachers</i> Montgomery, AL: Favorite Recipes Press, 1976. | (see 1) |
| 8 Bills, Jay and Shirley. <i>Home Food Dehydrating: Economical "Do-It-Yourself" Methods for Preserving, Storing and Cooking</i> . Bountiful, UT: Horizon Publishers, n.d. | Horizon Publishers & Distributors
50 South 500 West
Bountiful, UT 84010 |
| 9 Bishop, James, Jr. and Henry W. Hubbard. <i>Let the Seller Beware</i> . Washington, DC: National Press, Inc. 1969. | National Press, Inc
529 14th Street NW
Washington, DC 20011 |
| 10 Bogert, Jean L., et al. <i>Nutrition and Physical Fitness</i> , Ninth Edition. Philadelphia, PA: W. B. Saunders Company, 1973. | W. B. Saunders Company
218 West Washington Square
Philadelphia, PA 19105 |
| 11 Brown, Lester R. and Erik P. Eckholm. <i>By Bread Alone</i> . New York: Praeger Publishers, 1974. | Praeger Publishers
200 Park Avenue
New York, NY 10017 |
| 12 "Cabinet Rank for Us Shoppers," <i>Changing Times</i> . Jan 1969. | Changing Times Educational Service
1729 H Street NW
Washington, DC 20006 |

Books & Articles for Students

Address

- 13 "Can Snacks Fulfill RDA?" *Illinois Teacher* (Sept-Oct 1972).
 Illinois Teacher
 351 Education Building
 University of Illinois
 Urbana, IL 61801
- 14 Carson, Byrta R. and Maue C. Ramee. *How You Plan and Prepare Meals*. New York: McGraw-Hill, 1968.
 (see 4)
- 15 Childs, M.T. and J.J. Ostrander. "Egg Substitutes: Chemical and Biological Evaluation," *Journal of the American Dietetics Association* (March 1976).
 Journal of the American Dietetics Association
 430 North Michigan Avenue
 Chicago, IL 60611
- 16 "Consumer Behavior: What Influences It?" *Forum* (Spring/Summer 1971). J.C. Penney Co, Inc.
 J.C. Penney Co, Inc
 Educational Relations
 1301 Avenue of the Americas
 New York, NY 10019
- 17 *Consumer Problems in Nutrition*. Atlanta, GA: Calhoun Company, Inc. n.d.
 (no longer available)
- 18 Corneluis, E.G. *Food Service Careers*. Peoria, IL: Chas. A. Bennett Co, Inc, 1974.
 Chas. A. Bennett Co, Inc
 809 West Tweiller Drive
 Peoria, IL 61614
- 19 Cote, Patricia. *People, Food and Science*. Lexington, MA: Ginn & Company, 1972.
 Ginn & Company
 191 Spring Street
 Lexington, MA 01801
- 20 Cronan, Marion L. and June Atwood. *Food in Homemaking*, Rev Ed. Peoria, IL: Chas. A. Bennett Co., Inc, 1972. (Ch 10)
 (see 18)
- 21 Cronan, Marion. *First Foods*. Peoria, IL: Chas. A. Bennett Co, Inc, 1971. (Ch 1)
 (see 18)
- 22 D'Agostino, Gcovana. *Mama D's Homestyle Italian Cookbook*. New York: Western Publishing Co. Inc, 1975.
 (see 6)
- 23 *Discover Why Metrics*. Roscoe, IL: Swani Publishing Company, 1972, revised 1976.
 Swani Publishing Company
 Box 248
 Roscoe, IL 61073
- 24 Duffie, Mary Ann. *So You Are Ready to Cook*, Fourth Edition. Minneapolis, MN: Burgess Publishing Company, 1974.
 Burgess Publishing Company
 7108 Ohms Lane
 Minneapolis, MN 55435
- 25 Ewald, Ellen B. *Recipes for a Small Planet*. New York: Ballantine Books, Inc, 1973 (paperback).
 Ballantine Books, Inc
 Division of Random House, Inc
 201 East 50th Street
 New York, NY 10022
- 26 Farm Journal Food Editors. *How to Dry Fruits and Vegetables at Home: A Complete Guide to the Best Methods*. Garden City, NY: Doubleday & Co, Inc. n.d.
 Doubleday and Co, Inc
 501 Franklin Avenue
 Garden City, NY 11530
- 27 Farm Journal Food Editors. *How to Dry Fruits and Vegetables Foods of the World*, Cookbook Series. New York: Time-Life Books, 1970.
 Time-Life Books
 Division of Time, Inc
 Silver Burdette Company
 Morristown, NJ 13664

Books & Articles for Students

Address

- | | | |
|----|--|--|
| 28 | Fitzsimmons, Cleo. <i>The Management of Family Resources</i> . San Francisco, CA: W.H. Freeman and Co, 1959. (Ch 6) | Freeman, Cooper and Company
1736 Stockton Street
San Francisco, CA 94133 |
| 29 | <i>Foreign Foods Cookbook—Favorite Recipes of Home Economics Teachers</i> . Montgomery, AL: Favorite Recipes Press, n.d. | (see 1) |
| 30 | Frederick, J. George. <i>Pennsylvania Dutch Cookbook</i> . New York: Dover Publications, Inc, 1971. | Dover Publications, Inc
180 Varick Street
New York, NY 10014 |
| 31 | Gold, Ann and Sara Briller. <i>Diet Watchers Guide</i> . New York: Bantam Books, Inc, 1971 (paperback). | Bantam Books, Inc
666 Fifth Avenue
New York, NY 10019 |
| 32 | Goodfellow, Barbara. <i>Make It Now, Bake It Later</i> . New York: Essandess Specials, n.d. (3 paperbacks). | Essandess Specials
Simon and Schuster, Inc
1 West 39th Street
New York, NY 10018 |
| 33 | Heiser, Charles B., Jr. <i>See [unclear] ation Food</i> . San Francisco, CA: W [unclear] and Co. (28) | |
| 34 | Hertzberg, Ruth et al. <i>Putting Food By</i> , Second Edition. Brattleboro, VT: Stephen Greene Press, 1973. | Stephen Greene Press
PO Box 1000
Fessenden Road, Indian Flat
Brattleboro, VT 05301 |
| 35 | <i>Home Style Cooking</i> . Better Homes & Gardens. Des Moines, IA: Meredith Corporation, 1975. | Meredith Corporation
1716 Locust Street
Des Moines, IA 50336 |
| 36 | Kasdan, Sara. <i>Love & Knishes: An Irrepressible Guide to Jewish Cooking</i> . New York: Vanguard Press, Inc, 1956. | Vanguard Press, Inc
424 Madison Avenue
New York, NY 10017 |
| 37 | "Labels That Tell You Something," <i>Journal of Home Economics</i> (April 1972). | American Home Economics Association
2010 Massachusetts Avenue NW
Washington, DC 20036 |
| 38 | Harris, Florence and Rex Withers. <i>Your Foods Book</i> . Lexington, MA: D.C. Heath & Company, 1972. (Ch 16) | D.C. Heath & Company
College Department
2700 North Richardt Avenue
Indianapolis, IN 46219 |
| 39 | Lappe, Frances. <i>Diet for a Small Planet</i> , Revised Edition. New York: Ballantine Books, Inc, 1975 (paperback). | (see 25) |
| 40 | Leland, Gordon and Stewart M. Lee. <i>Economics for Consumers</i> , Sixth Edition. New York: Van Nostrand-Reinhold Company, 1972. | Van Nostrand-Reinhold Company
Division of Litton Educational Publishing, Inc
300 Pike Street
Cincinnati, OH 45202 |
| 41 | Leonard, Jonathan Norton and editors of Time-Life Books. <i>Recipes, American Cooking, The Great West in Foods of the World Cookbook Series</i> . New York: Time-Life Books, 1971. | (see 27) |

Books & Articles for Students

Address

- 42 Levy, Leon, et al. *The Consumer in the Marketplace*. New York: Pitman Publishing Corporation, 1970. (Ch 12) Pitman Publishing Corporation
6 Davis Drive
Belmont, CA 94002
- 43 Lowenburg, Miriam E., et al. *Food and Man*. New York: John A. Wiley and Sons, Inc, 1974. (Ch 8) John A. Wiley and Sons, Inc
605 Third Avenue
New York, NY 10016
- 44 *Make Ahead Cookbook*. Better Homes and Gardens. Des Moines, IA: Meredith Corporation, 1971. (see 35)
- 45 Martin, James T. and Adrian R. Norman. *The Computerized Society*. Englewood Cliffs, NJ: Prentice-Hall, Inc, 1970. Prentice-Hall, Inc
Route 9 West
Englewood Cliffs, NJ 07632
- 46 McCully, Helen & American Heritage Editors, Ed. *The American Heritage Cookbook*. New York: McGraw-Hill, 1969. (see 4)
- 47 McDermott, Irene E., et al. *Food for Modern Living*. New York: J.B. Lippincott Company, 1973. J. B. Lippincott Company
East Washington Square
Philadelphia, PA 19105
- 48 McLean, Beth Bailey. *Meal Planning and Service*, Revised Edition. Peoria, IL: Chas. A. Bennett Co, Inc, 1964. (see 18)
- 49 *Metric Cook?* Los Angeles, CA: Gallery Books, n.d. Gallery Books
1104 Lawrence
Los Angeles, CA 90021
- 50 Miller, Mary and Tony Richardson. *Merry Metric Cookbook*. Hayward, CA: Activity Resources Co, Inc, 1974. Activity Resources Co, Inc
20655 Hathaway Avenue
Hayward, CA 94540
- 51 Minear, Larry. *New Hope for the Hungry? The Challenge of the World Food Crises*. New York: Friendship Press, 1975. Friendship Press
475 Riverside Drive, Room 772
New York, NY 10027
- 52 Morganstern, Stanley. *Legal Protection for the Consumer*, Second Revised Edition. Dobbs Ferry, NY: Oceana Publications, 1973. Oceana Publications
75 Main Street
Dobbs Ferry, NY 10522
- 53 Niedetch, Jean. *Weight Watchers Program Cookbook*. Great Neck, NY: Hearthsides Press, Inc, n.d. Hearthsides Press, Inc
445 Northern Blvd
Great Neck, NY 11021
- 54 Nilsson, Lennart. *Behold Man*. Waltham, MA: Little Brown and Company, 1974. Little Brown and Company
200 West Street
Waltham, MA 02154
- 55 "Now There's Meatless Meats: Textured Vegetable Protein Meat Substitutes." *Changing Times* (February 1974). (see 12)
- 56 "Nutrition and Notable Characters." *What's New in Home Economics* (September 1973). What's New in Home Economics
North American Publishing Company
401 North Broad Street
Philadelphia, PA 19108

Books & Articles for Students

Address

- 57 "The Nutrient Game," *What's New in Home Economics* (April 1974). (see 56)
- 58 "Nutrient Neighborhood Drawings," *What's New in Home Economics* (October 1969). (see 56)
- 59 "Nutrition Insurance Game," *Illinois Teacher* (Sep-Oct 1972). (see 13)
- 60 Peck, Leilani, et al. *Focus on Food*. New York: McGraw-Hill, 1974. (Ch 2). (see 4)
- 61 Perl Lila. *Red Flannel Hash and Shoo-Fly Pie: American Regional Foods and Festivals*. Cleveland, OH: World Publications Company, 1965. World Publications Company
PO Box 366
Mountain View, CA 94040
- 62 "Pointers on Proper Food Storage," *Forecast for Home Economics* (November 1974). FORECAST for Home Economics
902 Sylvan Avenue
Englewood Cliffs, NJ 07632
- 63 Raines, Margaret. *Consumer's Management*, Third Edition. Peoria, IL: Chas. A. Bennett Co, Inc, 1973. (see 18)
- 64 Ray, Mary and Evelyn Lewis. *Exploring Professional Cooking*. Peoria, IL: Chas. A. Bennett Co, Inc, 1976. (see 18)
- 65 Rechcigl, Miloslav, ed. *Man, Food and Nutrition*. Cleveland, OH: CRC Press, 1973. CRC Press
18901 Cranwood Parkway
Cleveland, OH 44128
- 66 Reid, Jane Meldrum. *Metrics for Everyday Use*. Peoria, IL: Chas. A. Bennett Co, Inc, 1975. (see 18)
- 67 Shank, Dorothy E., et al. *Guide to Modern Meals*, Second Edition. New York: McGraw-Hill, 1969. (see 4)
- 68 Simon, Arthur. *Bread for the World*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1975 (paperback). Eerdmans Publishing Company
255 Jefferson Avenue SE
Grand Rapids, MI 49502
- 69 "Take an Ant to Lunch: Insects as Protein Alternates," *Science Digest* (Dec 1974). Science Digest
Books Division of Hearst Magazines
PO Box 2319, FDR Station
New York, NY 10022
- 70 Tannahill, Reay. *Food in History*. New York: Stein and Day, 1973. Stein and Day
122 East 42nd Street
Suite 3602
New York, NY 10017
- 71 "Teacher's Exchange," *Forecast for Home Economics* (April 1974). (see 62)
- 72 "Textured Vegetable Proteins Meat Substitutes," *Consumer Research Magazine* (Feb 1974). Consumer's Research, Inc
Bowerstown Road
Washington, NJ 07882
- 73 Thal, Helen. *Your Family and Its Money*. Boston, MA: Houghton Mifflin Company, 1973. Houghton Mifflin Company
2 Park Street
Boston, MA 02107

Books & Articles for Students

Address

- 74 Thomas, Dian. *Roughing It Easy: A Unique Ideabook for Camping and Cooking*. Provo, UT; Brigham Young University Press, 1974. Brigham Young University Press
205 University Press Building
Provo, UT 84602
- 75 Troelstrup, Arch W. and Jack R. Crutchfield. *American Society: Personal and Family Finance*. New York: McGraw-Hill, 1974. (see 4)
- 76 Vicker, Ray. *This Hungry World*. New York: Charles Scribner's Sons, 1975. Charles Scribner's Sons
597 Fifth Avenue
New York, NY 10017
- 77 Warmke, et al. *Consumer Economics Problems*, Eighth Edition. Cincinnati, OH: South-Western Publishing Company, 1971. South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227
- 78 Whelau, Elizabeth and Fredrick J. Stare. *Panic in the Pantry: Food Facts, Fads and Fallacies*. New York: Atheneum Publishers, 1975. Atheneum Publishers
Book Warehouse, Inc
Vreeland Avenue
Boro of Totowa
Paterson, NJ 07512
- 79 White, Ruth Bennett. *Food and Your Future*. Englewood Cliffs, NJ: Prentice-Hall, Inc, 1972. (see 45)
- 80 White, Ruth Bennett. *You and Your Food*. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1971. (Ch 1) (see 45)
- 81 Wilhelms, Fred T., et al. *Consumer Economics*. New York: McGraw-Hill, 1966. (see 4)

Pamphlets

Address

- 82 *Adventures in Salad Making* (June 1971). Corvallis, OR: OSU Cooperative Extension Service. (Circular No. 667) OSU Cooperative Extension Service
Oregon State University
Corvallis, OR 97331
- 83 *A.H.E.A. Family Planning and Population Education*. Washington, DC: AHEA International Family Planning Project (working copy), 1975. (see 37)
- 84 Assorted pamphlets of Standard Brands & Red Star Yeast publications. Milwaukee, WI: Home Service Dept, Universal Foods Corporation. Red Star Yeast
Home Service Department
Universal Foods Corporation
433 East Michigan
Milwaukee, WI 53201
- 85 Assorted pamphlets, Van Nuys, CA: Sunkist Growers, Inc. Sunkist Growers, Inc
Consumer Services
14130 Riverside Drive
Sherman Oaks, CA 91403
- 86 Ball Corporation Assorted Pamphlets: *Ball Blue Book; Home Canning Pickles; The Science of Food Preservation; Successful Home Canning; Home Canning and Freezing Sketch Book; Some Aspects of Food Preservation; Flip Chart: The Art of Food Preservation*. Muncie, IN: Ball Corporation. Ball Corporation
PO Box 2005
Muncie, IN 47302

Pamphlets

Address

- 87 *Basics About Beef; The Story of Beef.* Portland, OR: Oregon Beef Council.
Oregon Beef Council
400 SW Broadway
Portland, OR 97205
- 88 *Be Informed Leaflets.* Syracuse, NY: New Reader's Press.
New Reader's Press, Inc
1320 Jamesville Avenue
Syracuse, NY 13210
- 89 *A Boy and His Physique; A Girl and Her Figure; The Great Vitamin Mystery.* Portland, OR: Oregon Dairy Council, n.d.
Oregon Dairy Council
0123 SW Hamilton
Portland, OR 97201
- 90 *Canned Food Buying Guide.* Washington, DC: National Canners Association, n.d.
National Canners Association
Consumer Services Division
1133 20th Street NW
Washington, DC 20036
- 91 *Choose Your Calories by the Company They Keep.* Portland, OR: Oregon Dairy Council, n.d.
(see 89)
- 92 *Choosing Foods Pamphlets: Vary Meals With Variety Meats (EC 740), Fresh Fruits and Vegetables Availability in Oregon (EC 696), Choosing and Using Western Vegetables (PNW 45), Catching and Cooking Crayfish (FS 56), Treats with Venison (EB 800)*
(see 82)
- 93 *Complete Guide to Home Canning.* U.S. Department of Agriculture, 1973.
U.S. Department of Agriculture
Office of Communications
14th Street and Independence Avenue SW
Washington, DC 20250
- 94 *Consumer Education Bibliography.* Washington, DC: Superintendent of Documents, U.S. Government Printing Office.
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
- 95 Dean, Anita. *Changing Food Habits.* Michigan State University: Cooperative Extension Service, 1968 (HF 613).
(see 82)
- 96 *Ethnic Heritage: A Living Mosaic.* J.C. Penney Co. Inc, 1973 (No. 84339).
(see 16)
- 97 *Facts from F.D.A.: The New Look in Food Labels. Nutrition Labels and U.S. RDA.* Atlanta, GA: Food and Drug Administration, n.d.
Food & Drug Administration
909 First Avenue, Room 502
Seattle, WA 98104
- 98 *Focus on Cookware.* New York: American Iron and Steel Institute, n.d.
American Iron and Steel Institute
1000 16th Street NW
Washington, DC 20036
- 99 *Focus on Nutrition—Everyone Needs Breakfast.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (EC 777)
(see 82)
- 100 *Focus on Nutrition—E-Z Ways with Fruits and Vegetables.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (EC 781)
(see 82)
- 101 *Focus on Nutrition—Super Snacks that Count.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (EC 778)
(see 82)

Pamphlets

Address

- | | | |
|-----|---|---|
| 102 | <i>Food Additives: What They Are/How They Are Used.</i> Washington, DC: Manufacturing Chemists' Association, Inc., n.d. | Manufacturing Chemists' Association, Inc
1825 Connecticut Avenue, NW
Washington, DC 20009 |
| 103 | <i>Food and You—Partners in Growth During Pregnancy.</i> Portland, OR: Oregon Dairy Council, n.d. (No. 3018) | (see 89) |
| 104 | <i>Food and Your Weight.</i> U.S. Department of Agriculture, n.d. (Home and Garden Bulletin No. 74). | (see 93) |
| 105 | <i>Food is a Bargain.</i> Washington, DC: U.S. Department of Agriculture, Motion Picture Service, Office of Information, n.d. | (see 93) |
| 106 | <i>Food Is More Than Just Something to Eat.</i> New York: The Advertising Council, n.d. | The Advertising Council, Inc
825 Third Avenue
New York, NY 10022 |
| 107 | <i>Food Safety in the Kitchen.</i> Washington, DC: U.S. Department of Agriculture, 1974. | (see 93) |
| 108 | <i>Food Shopper Language.</i> Pueblo, CO: Consumer Information Center (Summer 1976) (No. 078D). | Consumer Information Center
10th and Main
Pueblo, CO 81009 |
| 109 | <i>The Food Stamp Program (079D); Shopping with Food Stamps (085D),</i> Washington, D.C.: U.S. Department of Agriculture, n.d. | (see 93) |
| 110 | <i>Fresh Fruits and Vegetables.</i> Corvallis, OR: OSU Cooperative Extension Service, n.d. (EC 696) | (see 82) |
| 111 | Friedman, Leo. <i>Safety of Food Additives.</i> FDA Papers (March 1970). | (see 97) |
| 112 | <i>From the Garden to Your Table.</i> Washington, DC: U.S. Department of Agriculture, n.d. | (see 93) |
| 113 | <i>A Fruit and Vegetable Buying Guide for Consumers.</i> Washington, DC: U.S. Department of Agriculture (April 1955). (Home and Garden Bulletin No. 21) | (see 93) |
| 114 | <i>Fulfillment Complaints</i> (Consumer Information Series). New York: Better Business Bureau, n.d. | Council of Better Business Bureaus
1150 17th Street NW
Washington, DC 20036 |
| 115 | <i>Future Shock</i> (Economic Awareness). Portland, OR: Washington County IED (Spring 1975). | Washington County IED
14150 NW Science Park Drive
Portland, OR 97229 |
| 116 | <i>A Girl and Her Figure; A Boy and His Physique; Rate Your Meals for Teens; Use Food Choices Daily.</i> Portland, OR: Oregon Dairy Council, n.d. | (see 89) |
| 117 | <i>Good Eating with Beef.</i> Corvallis, OR: OSU Cooperative Extension Service, n.d. (P.N.W.54) | (see 82) |
| 118 | <i>Guide for Buying Oregon Fish and Shellfish.</i> Corvallis, OR: OSU Cooperative Extension Service, n.d. (FS170) | (see 82) |

- | Pamphlets | Address |
|--|---|
| 119. <i>A Guide to Good Eating</i> . Portland, OR: Oregon Dairy Council, n.d. | (see 89) |
| 120. <i>Guide to Federal Consumer Services</i> . Pueblo, CO: Consumer Information Center (Summer 1976). (No. 060d) | (see 108) |
| 121. <i>Home Care of Purchased Frozen Foods; Storing Perishable Foods in the Home</i> . Washington, DC: U.S. Department of Agriculture, n.d. (Home & Garden Bulletin No. 69 & No. 78). | (see 93) |
| 122. <i>Home Drying of Fruits and Vegetables</i> . Logan, UT: Cooperative Extension Service, Utah State University, n.d. | Cooperative Extension Service
Utah State University
Logan, UT 84322 |
| 123. <i>Home Storage of Vegetables and Fruits</i> . Washington, DC: U.S. Department of Agriculture, (1960). (Farmer's Bulletin No. 1939) | (see 93) |
| 124. <i>A Hungry World: The Challenge to Agriculture</i> . University of California Task Force. (July 1974). | University of California
Expanded Nutrition Education Program
155 West Washington Blvd
Los Angeles, CA 90015
(discontinued) |
| 125. <i>ILS (Individualized Learning Systems)</i> . Learner Modules 10, 11, 12, 13, 14. Portland, OR: Continuing Education Publications, 1977. | Continuing Education Publications
PO Box 1491
1633 SW Park Avenue
Portland, OR 97207 |
| 126. <i>ILS (Individual Learning Systems)</i> . Learner Modules 15, 16, 17. Portland, OR: Continuing Education Publications, n.d. | (see 125) |
| 127. <i>ILS (Individual Learning Systems)</i> . Learner Module 34. Portland, OR: Continuing Education Publications, n.d. | (see 125) |
| 128. <i>ILS (Individual Learning Systems)</i> . Learner Modules 37-43. Portland, OR: Continuing Education Publications, n.d. | (see 125) |
| 129. <i>ILS (Individual Learning Systems)</i> . Learner Module 38. Portland, OR: Continuing Education Publications, n.d. | (see 125) |
| 130. <i>ILS (Individual Learning Systems)</i> . Learner Modules 44-47. Portland, OR: Continuing Education Publications, n.d. | (see 125) |
| 131. <i>ILS (Individual Learning Systems)</i> . Learner Modules 52-57. Portland, OR: Continuing Education Publications, n.d. | (see 125) |
| 132. <i>It's On The Label</i> . Washington, DC: National Canners Association, n.d. | (see 90) |
| 133. <i>Keeping Food Safe</i> . Washington, DC: U.S. Department of Agriculture, 1974. | (see 93) |
| 134. <i>Kernel of Wheat</i> . Hutchinson, KA: Kansas Wheat Commission, n.d. | Kansas Wheat Commission
1021 North Main Street
Hutchinson, KA 67501 |
| 135. Kraus, Barbara. <i>The Cookbook of the United Nations</i> . New York: U.N. Association of the U.S. of A., Inc, 1964-65. | U.N. Association of the U.S. of A., Inc
345 East 46th Street
New York, NY 10017 |

Pamphlets

Address

136. *The Label Is More Than Decoration.* Minneapolis, MN: The Pillsbury Company, n.d. The Pillsbury Company
608 Second Avenue South
Minneapolis, MN 55402
- 137 *Lessons on Meat.* Chicago, IL: National Livestock and Meat Board, 1971. National Livestock and Meat Board
36 South Wabash Avenue
Chicago, IL 60603
- 138 *Let's Consider Convenience Foods.* Washington, DC: AHEA Sales Office, n.d. (No. 1038) (see 83)
- 139 *Looking Ahead to Automation in the Supermarket.* Indianapolis, IN: Dow Chemical (Fall 1975). Dow Chemical Company
Health and Consumer Products Department
9550 Zionville Road
Indianapolis, IN 45268
- 140 Ludwig, Amber C. "Household Equipment Today," *National 4-H News* (reprint). Chicago, IL: Association of Home Appliance Manufacturers, n.d. Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, IL 60606
- 141 *Martha Logan's Meat Handibook.* Chicago, IL: Swift and Company, n.d. Swift and Company
115 West Jackson Blvd
Chicago, IL 60604
- 142 *Making Berry Syrups at Home.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (EC-685) (see 82).
- 143 *Money Management Library* (12 booklets & teacher's guide). Chicago, IL: Household Finance Corporation. Household Finance Corporation
3200 Prudential Building
Chicago, IL 60601
- 144 *Moving Toward Metric: Insight into Consumerism.* J.C. Penney Co, Inc, n.d. (84573) (see 16)
- 145 *A New Chapter in the Story of Teflon.* Wilmington, DE: Dupont De NeMours and Company, n.d. Dupont De NeMours and Company
Dupont De NeMours and Brandywine Bldgs
Wilmington, DE 19801
- 146 *New Meat Identity Program Will Help You, Be a Smarter Shopper—A Better-Cook.* Chicago, IL: National Livestock and Meat Board, n.d. (see 137)
- 147 *Nutrient Comparison Cards.* Portland, OR: Oregon Dairy Council, n.d. (B043) (see 89)
- 148 *Nutrition Labeling Terms You Should Know.* Pueblo, CO: Consumer Information Center (Summer 1976). (see 108)
- 149 *Nutrition Power.* Corvallis, OR: Cascade Press, 1975. House of Lincoln
7 NW Edgewood Drive
Corvallis, OR 97330
- 150 *Nutrition Source Handbook.* Chicago, IL: National Dairy Council, n.d. (B074) National Dairy Council
6300 North River Road
Rosemont, IL 60018
- 151 *Nutritive Value of Foods.* Washington, DC: U.S. Department of Agriculture. (Home and Garden Bulletin No. 72) (see 93)

Pamphlets

Address

- 152 *Outdoor Cookery for the Family*. Corvallis, OR: OSU Cooperative Extension Service (July 1967). (No. 778) (see 82)
- 153 *Prepared and Precooked Foods for the Freezer*. Corvallis, OR: OSU Cooperative Extension Service, n.d. (EB 820) (see 82)
- 154 *Preserving Foods Bulletins: Home Freezing of Fruits and Vegetables; Canning Tuna and Salmon at Home; Cutting and Freezing Salmon and Steelhead at Home; Preserving Foods at Home Without Salt or Sugar*. Corvallis, OR: OSU Cooperative Extension Service, n.d. (see 82)
- 155 *Quick Way, Etc.* Honolulu, HI: Pineapple Growers Association of Hawaii, n.d. Pineapple Growers Association of Hawaii
130 Merchant, Room 1902
Honolulu, HI 96813
- 156 *Recipes—Oregon Trawl Seafood*. Astoria, OR: Otter Trawl Commission of Oregon, n.d. Otter Trawl Commission of Oregon
250 36th Street
Astoria, OR 97103
- 157 *Seafood Species Chart*. Washington, DC: National Fisheries Institute, Inc, n.d. National Fisheries Institute
1730 Pennsylvania Avenue NW, Suite 1150
Washington, DC 20006
- 158 *Small Wonders in the Kitchen*. Wooster, OH: Rubbermaid Company, n.d. Rubbermaid, Inc
1147 Akron Road
Wooster, OH 44691
- 159 *Some Questions and Answers About Food Additives*. Seattle, WA: Food and Drug Administration, n.d. (see 97)
- 160 *Supply Guide*. Washington, DC: United Fresh Fruit and Vegetables Association, n.d. United Fresh Fruit and Vegetables Association
1019 19th Street NW
Washington, DC 20036
- 161 *Ten Short Lessons in Home Canning. Kerr Home Canning Book*. Sand Springs, OK: Kerr Glass Mfg Corporation, n.d. Kerr Glass Manufacturing Corporation
987 Main Street
Sand Springs, OK 74063
- 162 *Textured Vegetable Protein Products*. Washington, DC: U.S. Department of Agriculture, n.d. (see 93)
- 163 *That's What America's All About; Public Enemy No. 1—Inflation*. Greenfield, MA: Channing L. Bete Company, n.d. Channing L. Bete Company
45 Federal Street
Greenfield, MA 01301
- 164 *Toxic Metals in Dinnerware*. Seattle, WA: Food and Drug Administration, n.d. (see 97)
- 165 *Update—Automated Checkout, Spotlight on Food*. Corvallis, OR: OSU Cooperative Extension Service (April 1976). (see 82)
- 166 "The View from Washington." *Journal of Consumer Affairs*, American Council on Consumer Interests, 1967. American Council on Consumer Interests
162 Stanley Hall
University of Missouri
Columbia, MO 65201
- 167 *Vive La Difference*. Fullerton, CA: Hunt Wesson Foods, Inc, n.d. Hunt-Wesson Foods, Inc
1645 West Valencia Drive
Fullerton, CA 92634

Pamphlets

Address

- 168 *Weight Control Source Book*. Portland, OR: Oregon Dairy Council. (see 89)
- 169 *We Want You to Know About: Labels on Foods, Laws Enforced by F.D.A.* Rockville, MD: U.S. Department of Agriculture, n.d. (see 93)
- 170 *What's Cooking in Vegetable Land?* Camden, NJ: Campbell Soup Company. Campbell Soup Company
Educational Services
Box 391
Camden, NJ 08101
- 171 *What's in Your Food Bill?* Pueblo, CO: Consumer Information Center, 1974. (USDA 088) (see 108)
- 172 *Who's Responsible for Product Safety*. Insights into Consumerism Series. J.C. Penney Co., Inc, n.d. (84696) (see 16)
- 173 *Wise Food Choices*. Portland, OR: Oregon Dairy Council. (see 89)
- 174 *Your Calorie Catalog: Accenting Protein*. Portland, OR: Oregon Dairy Council, n.d. (see 89)
- 175 *Your Money's Worth in Foods*. Pueblo, CO: Consumer Information Center, Summer 1976. (089D) (see 108)
- 176 *Your Weekly Food Bill*. Corvallis, OR: OSU Cooperative & Extension Service, n.d. (EC686) (see 82)
- 177
- 178 *Zero Degrees or Lower* (Home Economics Learning Package). Washington, DC: American Home Economics Association, n.d. (see 37)

Kits & Games

Address

- 179 *Apples to Zucchini*. Washington, DC: AHEA Sales Office, n.d. (Home Economics Learning Package 1002). (see 37)
- 180 *Food: A Super Natural Resource*. Chicago, IL: National Dairy Council, n.d. (see 150)
- 181 *Know More About Beef--Ways to Cook*. Fullerton, CA: Hunt-Wesson Foods, Inc, n.d. (see 167)
- 182 *Marvels of Micro-Wave*. Corning, NY: Corning Glass Works, n.d. Corning Glass Works
Houghton Park
Corning, NY 14830
- 183 *Meat and Poultry Basics from France--American Gravies*. Camden, NJ: Campbell Soup Company, n.d. (see 170)
- 184 *Menu Minder*. Corvallis, OR: House of Lincoln. (see 149)
- 185 *NASCO Kit: Measuring Spoons in Metric System*. Fort Atkinson, WI: NASCO Home Economics Supplies, n.d. NASCO Home Economics Supplies
901 Janesville Avenue
Fort Atkinson, WI 53538
- 186 *Metric Conversion Charts*. Peoria, IL: Chas. A. Bennett Company, Inc, n.d. (see 18)

Kits & Games

Address

187 *Poppin' Swap*. Minneapolis, MN: The Pillsbury Company, n.d.

The Pillsbury Company
Box 60-090, Department 377 North
608 Second Avenue South
Minneapolis, MN 55402

188 Rice, Ruth. *Fifty Word Games for Home Economics Classes*.
Portland, ME: J. Weston Walch, 1975.

J. Weston Walch
321 Valley
Portland, ME 04102

Magazines

Address

189 *Consumer Report*

Consumer Report
Consumer's Union of the U.S., Inc
256 Washington Street
Mt. Vernon, NY 10550

190 *Gourmet*

Gourmet
777 3rd Avenue
New York, NY 10017

191 *Illinois Teacher*

(see 13)

192 *National Geographic*

National Geographic Society
17th & M Streets NW
Washington, DC 20036

193 *Nutrition*

Journal of Human Nutrition
Newman Publishing Ltd
48 Poland Street
London W1V4PP ENGLAND

194 *Sunset*

Sunset
Lane Publishing Company
85 Willow Road
Menlo Park, CA 94025

195 *Time*

Time, Inc
Time and Life Bldg
New York, NY 10020

196 *U.S. News and World Report*

U.S. News & World Report, Inc
2300 N Street NW
Washington, DC 20037

197 *Weight Watchers*

Family Health Magazines, Inc
149 5th Avenue
New York, NY 10010

Nonprint

Films

Address

198 *Before You Take That Bite*. Film Fair Communications.

Film Fair Communications
10900 Ventura Blvd
Studio City, CA 91604

199 *Can the Earth Provide?* McGraw-Hill Textfilms, 28 min, 1960.

McGraw-Hill Textfilms
1221 Avenue of the Americas
New York, NY 10020

Films

Address

- 200 *Diet For A Small Planet*. Bullfrog Films, Inc, c, 28 min, 1973. Bullfrog Films, Inc
Box 114
Oley, PA 19547
- 201 *Food Crises*. Net Film Service, 60 min, 1966. (DCE 1580) Net Film Service
Indiana University
Audio Visual Center
Bloomington, IN 47401
- 202 *Food Cycle and Food Chains*. Coronet Instructional Media, 11 min, 1963. (DCE 1581) Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
- 203 *Food, the Color of Life*. Film Library Oregon State Health Division, 22½ min, c. Oregon State Health Division
Health Education Section—Film Library
PO Box 231
Portland, OR 97207
- 204 *Food, the Color of Life and What's Good to Eat*. Portland, OR: Oregon Dairy Council, 22½ min, c. (see 89)
- 205 *Food for Life*. Perennial Education, Inc, c, 22 min, 1969. Perennial Education, Inc
1825 Willow Road
Northfield, IL 60093
- 206 *Food for Health*. Sterling Educational Films, c, 13 min, 1968. Sterling Educational Films, Inc
241 East 34th Street
New York, NY 10016
- 207 *Food for the Modern World*. Perennial Education, Inc, c, 21½ min, n.d. (see 205)
- 208 *Food From the Sea*. Oregon Division of Continuing Education, Library, c, 16 min, 1973. (9705) Oregon Division of Continuing Education
Film Library
1633 SW Park Avenue
PO Box 1491
Portland, OR 97207
- 209 *Food Preservation*. AIMS Instructional Media Services, Inc, c, 11 min, 1968. Aims Instructional Media Services, Inc
626 Justin Avenue
Glendale, CA 91201
- 210 *Global Struggle for Food*. McGraw-Hill Textfilms, 28 min, 1960. (DCE 1783) (see 199)
- 211 *How a Hamburger Turns Into You*. Portland, OR: Oregon Dairy Council, c, 19 min, 1971. (see 89)
- 212 *Label Logic*. AIMS Instructional Media Services, 18 min. (see 209)
- 213 *Man and His Resources*. McGraw-Hill Textfilms, c, 28 min, 1960. (DCE 2780) (see 199)
- 214 *Modern Cookery, Instantized*. Betty Crocker/General Mills, Inc. General Mills, Inc
Audiovisual Department
9200 Wayzata Blvd, Box 1113
Minneapolis, MN 55440

Films

Address

- 215 *One Fine Day; Better Odds for a Longer Life; Got a Lot of Living to Do.* American Heart Association.
American Heart Association
7320 Greenville Avenue
Dallas, TX 75231
- 216 *The Owl Who Gave a Hoot.* National Audiovisual Center, 15 min.
National Audiovisual Center
General Services Administration
Washington, DC 20409
- 217 *Read the Label, Set a Better Table.* Modern Talking Pictures, 14 min.
Modern Talking Picture Service, Inc
1212 Avenue of the Americas
New York, NY 10036
- 218 *The Supermarket.* Sperry and Hutchinson Company.
Sperry and Hutchinson Company
Consumer Relations Department
3003 East Kemper Road
Cincinnati, OH 45241
- 219 *Vitamins From Food.* Perennial Education, Inc, c, 20 min, 1968.
(see 205)
- 220 *Why Doesn't Cathy Eat Breakfast?* Portland, OR: Oregon Dairy Council, 3 min.
(see 89)
- 221 *Why Do You Buy?* DCE Film Library, c, 10 min. (9587)
(see 208)
- 222 *Why Foods Spoil.* Encyclopaedia Britannica Educational Corporation, Film Library, c, 14 min, 1957.
Encyclopaedia Britannica Educational Corporation
425 North Michigan Avenue
Chicago, IL 60611
- 223 *Why Not Snack?* Portland, OR: Oregon Dairy Council, 3 min. (32)
(see 89)
- 224 *Yeast Dough Shaping Made Easy.* Association-Sterling Films, c, 14½ min.
Association-Sterling Films
866 Third Avenue
New York, NY 10022

Filmstrips

Address

- 225 *ABC's of Food Poisoning.* Aviso Films, n.d.
Aviso Films
361 West Compton Blvd
Compton, CA 90222
- 226 *Anatomy of a Sale.* Chicago, IL: Sears, Roebuck & Company, n.d.
Sears, Roebuck & Company
Department 703, Public Relations
Sears Tower
Chicago, IL 60684
- 227 *Breakfast for B.J.* Pillsbury Company, n.d.
(see 187)
- 228 *Career Decisions: Finding, Getting and Keeping a Job.* J.C. Penney Co. Inc, n.d. (83891)
(see 16)
- 229 *The Consumer Decides.* J.C. Penney Co. Inc, n.d.
(see 16)
- 230 *Consumers in the Marketplace.* Institute of Life Insurance, n.d.
Institute of Life Insurance
277 Park Avenue
New York, NY 10017

Filmstrips

Address

- 231 *Convenience Cooking, Portable Electric Appliances.* Washington, DC: Evaporated Milk Association, n.d. Evaporated Milk Association
910 17th Street NW
Washington, DC 20006
- 232 *The Ecological Crisis.* SVE Educational Filmstrip, 6 filmstrips, c, 1971. Society for Visual Education, Inc
Educational Filmstrip
1345 West Diversy Parkway
Chicago, IL 60614
- 233 *Fast Food Service.* Restaurant Hotel Aids, Inc, n.d. Restaurant Hotel Learning Aids, Inc
5050 Excelsior Blvd
Minneapolis, MN 55416
- 234 *Food As Children See It.* General Mills, Inc, 15 min, n.d. (see 214)
- 235 *Foods, Fads, Frauds, Facts.* Guidance Associates, 3 parts, record or cassettes, 1974. Guidance Associates
757 Third Avenue
New York, NY 10017
- 236 *Global Emergency Food and Population.* Guidance Associates, 2 filmstrips, c, 1976. (see 235)
- 237 *Global Emergency: Values in Conflict.* Guidance Associates, 1976. (see 235)
- 238 *Go, Grow & Glow.* Carnation Company, n.d. Carnation Company
5045 Wilshire Blvd
Los Angeles, CA 90036
- 239 *A Guide to Breakfast.* Glenview, IL: Kraft Kitchens, n.d. Kraft Kitchens
Kraft Court
Glenview, IL 60025
- 240 *The How and Why of Packaging.* General Mills, Inc, n.d. (see 214)
- 241 *How to Buy Beef.* NASCO Home Economics Supplies, 34 frames, c, 02865H-C123. (see 185)
- 242 *The Incredible Shrinking Food Dollar.* General Mills, Inc, n.d. (see 214)
- 243 *Inside My Mom.* National Foundation/March of Dimes, n.d. National Foundation
March of Dimes
PO Box 2000
White Plains, NY 10602
- 244 *Inspection for Your Protection.* U.S. Department of Agriculture, n.d. (see 93)
- 245 *The Names in the Cooking Game.* Wheeling, IL: EKCO Houseware Company, includes handouts, pretest and post test, 1969. EKCO Products, Inc
Educational Services Department
777 South Wheeling Road
Wheeling, IL 60090
- 246 *A New Horizon—Careers in Food Service.* H.J. Heinz, n.d. H.J. Heinz Company
1062 Progress
Pittsburgh, PA 15212

- | <i>Filmstrips</i> | <i>Address</i> |
|--|--|
| 247 <i>Nutrition: Foods, Fads, Frauds, Facts.</i> Guidance Associates, 3 parts, 1974. | (see 235) |
| 248 <i>The Nutrition Series.</i> New York: McGraw-Hill Textfilms, 6 color filmstrips, 102506-5. | (see 199) |
| 249 <i>Our Role as Consumers, Consumers in the Marketplace and Consumers in Action (The Consumer Series).</i> Association Films, Inc, n.d. | Association Films, Inc
866 Third Avenue
New York, NY 10022 |
| 250 <i>Safety in the Kitchen.</i> Franklin Clay Films, n.d. | Franklin Clay Films
PO Box 2213
Costa Mesa, CA 92626 |
| 251 <i>Sandwiches Please.</i> Wheat Flour Institute, 1961. | Wheat Flour Institute
1776 F Street NW
Washington, DC 20006 |
| 252 <i>Secrets of Sandwichery.</i> Best Foods Division of Corn Products Co, n.d. | Best Foods Division
Corn Products Co
International Plaza
Englewood Cliffs, NJ 07632 |
| 253 <i>Selection of Retail Beef Cuts.</i> Oregon Beef Council, n.d. | (see 87) |
| 254 <i>Think Metric.</i> Coronet Instructional Films, 14 min, 1973. | (see 202) |
| 255 <i>Your Food, Chance or Choice.</i> Portland, OR: Oregon Dairy Council, 106 frames, c, n.d. (F604) | (see 89) |

- | <i>Tapes & Slides</i> | <i>Address</i> |
|--|--|
| 256 <i>Be a Better Shopper—Buying in Supermarkets.</i> Cornell University (slides). | Cornell University
Mailing Room, Building 7
Research Park
Ithaca, NY 14850 |
| 257 <i>Canning—Sea Foods, Jams and Jellies and Vegetables.</i> Corvallis, OR: OSU Cooperative Extension Service (videotapes). | (see 82) |
| 258 <i>Consumer Advertising.</i> Cincinnati, OH: Procter and Gamble Educational Services (filmstrip and kit). | The Procter and Gamble Company
Educational Services
PO Box 599
Cincinnati, OH 45201 |
| 259 <i>Egg Basics.</i> Park Ridge, IL: American Egg Board, includes various assorted pamphlets & slides. | American Egg Board
205 Touhy Avenue
Park Ridge, IL 60068 |
| 260 <i>Food: A Super Natural Resource.</i> Chicago, IL: National Dairy Council and the Milk Foundation, Inc, kit and filmstrip, n.d. | (see 150) |
| 261 <i>Insights into Consumerism: Understanding Advertising.</i> J.C. Penney Co, Inc, filmstrip and kit. | (see 16) |

Tapes & Slides

Address

- 262 *Shopper's Guide, Facts or Fluff—How to Use Advertising, One Born Every Minute* (series from Consumer Sense). Fort Atkinson, WI: NASCO Home Economics Supplies (cassettes). (see 185)
- 263 *Your Food Dollar, Your Shopping Dollar*. Chicago, IL: Money Management Institute, Household Finance Corporation (pamphlets and filmstrips). (see 143)