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About Home Economics Victoria

Home Economics Victoria was established in 1958, as a professional association for teachers, and is the peak home economics organisation in the state of Victoria, Australia. The organisation supports educators in empowering young people to live sustainably and take responsibility for their own physical, mental and social wellbeing.

Opinions expressed in this journal are those of the contributors and do not necessarily represent the views of Home Economics Victoria.

At the time of writing, all internet addresses included in articles were correct. Owing to the dynamic nature of the internet, however, we cannot guarantee their continued validity.

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Cover image: Grandparents are increasingly involved in childcare. Read more on p.2.

Foreword

Welcome to issue 2 of the 2014 Victorian Journal of Home Economics.

This issue contains topical articles for home economics teachers and allied professionals that extend professional learning. Contemporary issues of child care provision by grandparents, adolescent food skills and the first-hand experiences of secondary school students, who travelled to the developing country of Guatemala are featured.

Grandparents who provide child care: Maintaining health and life balance by Katherine Ware and Dr Fiona Andrews, offers a unique insight into the experiences of contemporary families. Katherine explains her qualitative research findings about this pertinent family and societal issue.

The importance of skills-based food education and food literacy for today's adolescents, by PhD candidate Melissa Burton and Professor Tony Worsley is a relevant topic for all Home Economics teachers. This article draws on a review of the recent literature and explores the place of food education in the current Australian Curriculum.

Building connections with a remote community in Primavera, Guatemala, is the theme to embed travel and learning log by Jane Norton. The account of collective experiences of Eltham College senior students and teachers on this journey is a culturally rich and inspiring account of living with a remote community.

Home Economics Victoria is inviting secondary schools to identify and showcase their efforts of embedding healthy eating and food literacy within their school communities. The purpose and participation of the Food Literacy in Action project forms part of the Victorian Department of Health's Healthy Together Victoria prevention strategy. Home Economics Victoria is looking forward to your participation in semester one, next year. Details are contained in the article commencing on page 18. You will be encouraged by the work of the Emerson school teachers. The case study describes the learning and skills; and the community partnerships established at the school. Home Economics Victoria is grateful for the contribution of the teachers in this endeavour.

Plans to include more updates about 'What's hot in the world of Home Economics?' in 2015 are progressing. We welcome input from members to make this section relevant. Please contact the editor if you have a topic or issue of interest to your colleagues.

Gail Boddy
Editor

Grandparents who provide child care: Maintaining health and life balance

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Introduction

Grandparents are an important source of support for contemporary families (Backhouse & Lucas 2003, Goodfellow 2003). Regular care of children provided by grandparents is thought to be beneficial for early childhood development (Council on the Ageing 2010; Goodfellow & Lavery 2003), while grandparent-provided child care has obvious economic and practical benefits for parents (Backhouse & Lucas 2003). Major social changes affecting family structure and function over the last few decades have contributed to increased reliance on grandparents. Increased workforce participation by women, and the increase in divorce and sole parent families, have resulted in more families relying on grandparent-provided child care (Backhouse & Lucas 2003; Lumby 2010). At the same time, increased longevity and better health means grandparents are healthier and more active than previously (Backhouse & Lucas 2003; Lumby 2010; Ochiltree 2006), and thus more likely to be able to assist younger generations.

As a result of this, grandparent-provided child care is popular in Australia. In 2011, grandparents provided child care for 26 percent of all children aged 0–12 years (Australian Bureau of Statistics [ABS] 2012a), while a large Australian survey in 2009, found 52 percent of grandparent participants had provided child care for grandchildren, of whom 44 percent cared for grandchildren at least once a week (Horsfall & Dempsey 2011). Grandparent-provided child care is used most for babies and pre-schoolers (ABS 2010), and is the main form of child care used by 27 percent of women starting or resuming work after the birth of a baby (ABS 2012b). Data estimating hours grandparents spend providing child care is not readily available, however the New South

Wales Council on the Ageing reports grandparents who regularly care for grandchildren do so on average for 9 to 12 hours per week (Council on Ageing 2010).

Research on grandparent-provided child care commonly reports the enjoyment derived from nurturing and spending time with grandchildren (Goodfellow 2003, Goodfellow & Lavery 2003, Millward 1997, Wearing & Wearing 1996). However child care is also often described by grandparents as tiring (Wearing & Wearing 1996, Goodfellow & Lavery 2003, Goh 2009, Council on the Ageing 2010, Horsfall & Dempsey 2011), and there is less enjoyment when long hours are involved (Wearing & Wearing 1996). Having responsibility for someone else's children is difficult for some grandparents (Goodfellow 2003), and some report the constant 'juggling' of commitments is challenging (Horsfall & Dempsey 2011).

The limited studies specifically exploring the health impacts of providing child care for grandchildren have produced contradictory findings. Two large quantitative US studies report adverse health outcomes associated with providing child care for grandchildren: Lee, Colditz, Berkman and Kawachi (2003) found grandmothers caring for grandchildren for nine hours or more per week may have an increased risk of heart disease, while Minkler and Fuller-Thomson (2001) found grandparents providing child care for 30 hours or more per week experienced higher levels of depression than those who provided less or no care. However, another large quantitative US study reported grandmothers who provided child care perceived their health to be better and had higher levels of physical activity compared to non-caregiving grandmothers (Hughes, Waite, LaPierre & Luo 2007).

Given the growing numbers of grandparents caring for grandchildren in Australia and the fact that most of the research to date on the potential health implications of caring for grandchildren has been carried in the USA, the current study took an Australian perspective on this phenomenon. Additionally, rather than using a quantitative approach focussing on the physical aspects of grandparent health, we were interested in how grandparents managed their health while caring for their grandchildren. To this end, we took a qualitative approach, grounded in ecological theory, which espouses the multiple contributions from family, friendships, neighbourhoods and policy that contribute to health and development (Bronfenbrenner 1994). Thus the aim of the study was to explore how Australian grandparents manage their own health while caring for their grandchildren.

Methods

Approach

The study was located in a Melbourne outer growth corridor, with high numbers of preschool-aged children and anecdotal evidence of high levels of grandparent-provided child care. Qualitative methods were used as these are appropriate where the aim of the study is to gain an understanding of behaviours, attitudes, and perceptions (Hansen 2006, Ulin, Robinson & Tolley 2005). Ethics approval for this research was obtained from the Deakin University Human Ethics Advisory Group (approval number: HEAG-H 40_2012).

Sampling and recruitment

Purposive sampling was employed using pre-determined inclusion and exclusion criteria (Hansen 2006). In keeping with a recent estimate that

Characteristic	Details
Age range of participants	55–70 years
Sex	6 female
	2 male
Marital status	6 partnered
	1 widowed
	1 divorced/separated
Employment status	1 employed 1 day per week
	3 semi-retired
	4 retired
Place of birth	5 Australian born
	2 migrated to Australia as children
	1 migrated to Australia recently
Usual care arrangements	2 caring for grandchildren 5 days per week
	1 caring for grandchildren 3–4 days per week
	3 caring for grandchildren 3 days per week
	2 caring for grandchildren 2 days per week
Ages of children cared for	1 year – 5 years
	(2 also caring for school age children)

Table 1: Grandparent characteristics

grandparents who regularly care for grandchildren spend an average of 9 to 12 hours per week doing so (Council on the Ageing 2010), participants were required to regularly provide at least 10 hours of child care per week. As grandparent-provided child care is used most for very young children (ABS 2010), participants were also required to regularly care for grandchildren 5 years or under and not yet attending school. Participants were required to have resided at their current address for at least 12 months to increase the likelihood of being sufficiently familiar with local facilities. Custodial grandparents and grandparents caring for grandchildren with a disability were excluded due the likelihood they have specific experiences and support needs (Dunne & Kettler 2008, Fitzpatrick & Reeve 2003, Griggs 2010, Woodbridge, Buys & Miller 2009). Non-English speaking grandparents were excluded as interpreters were not available. This sampling strategy resulted in a diverse sample of eight participants (Table 1) recruited via self-referral through child care centres, kindergartens, community centres and public libraries from the Melbourne municipality under study.

Data collection

In-depth interviews were used to explore participant experiences of providing child care for grandchildren. One

interview was conducted with each participant, with two participants being interviewed together as a couple. The interview schedule reflected the aims of the study however the detailed content of the interviews was largely driven by the participants themselves (Serry & Liamputtong 2010).

Data analysis

Voice recorded interviews were transcribed verbatim and analysed thematically which involved extracting individual concepts from the transcripts, grouping concepts into categories, and finally collapsing categories into themes (Hansen 2006, Ulin, Robinson & Tilley 2005, Green et al 2007). Confidentiality was maintained by assigning pseudonyms to participants. Data was analysed using a qualitative descriptive approach as this provides descriptive summaries of participant experiences which are particularly useful for service providers and policy makers (Sandelowski 2000). To maximise the practical applications of this research for the local government in question, findings are then discussed using the World Health Organization Active Ageing Policy Framework (Figure 1) which takes an ecological approach to discussion and policy to promote healthy ageing (World Health Organisation [WHO] 2002). This framework recognises the significance of grandparent-provided child care (WHO 2002), and is particularly relevant in the Australian context as the Economic Potential of Senior Australians Advisory Panel has recommended this framework underpin

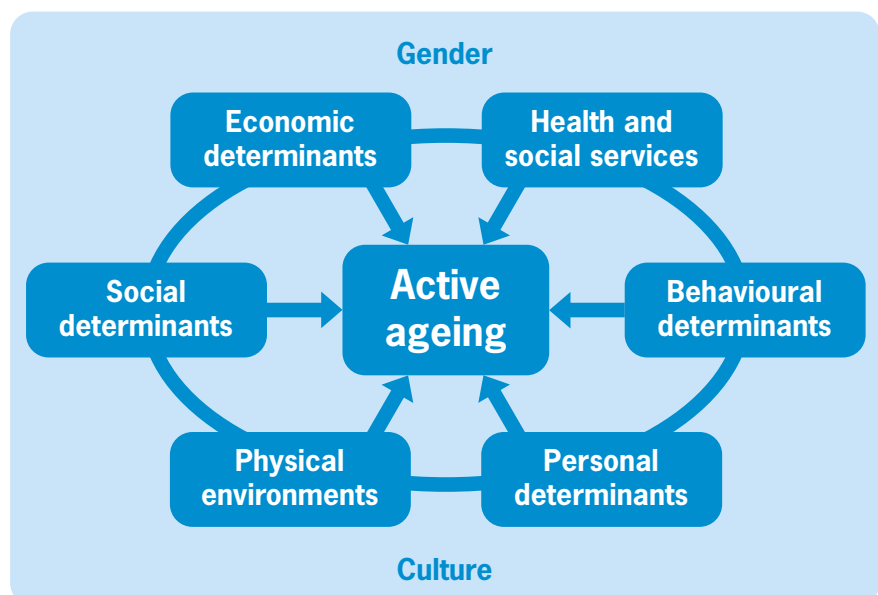


Figure 1: The Determinants of Active Ageing.

Reproduced, with the permission of the publisher, from *Active Ageing: A Policy Framework*. Geneva, World Health Organization, 2002 (Fig. 8, Page 19 www.who.int/ageing/publications/active_ageing/en, accessed 13 March 2014)

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a national strategy aimed at optimising health and independence in older Australians (Australian Government 2011).

Findings

Three themes relating to grandparents' experiences of managing their health emerged from analysis of the interviews: *Keeping well* (insights into own health behaviours and wellbeing); *Striking a balance* (managing child care with other commitments); and *Self-sufficiency versus support* (perceived support needs).

Keeping well

Most grandparents felt caring for grandchildren had an overall positive effect on their health and well-being, especially emotional health:

Just having her around ... you can't feel down, if you do feel down it's only for a very short time ... I wouldn't have missed this time for anything, you know I feel so blessed that we've been given this opportunity. The positives definitely outweigh, yeah, just to see her develop into this little person, you know. (Marilyn, 61 years)

Several grandparents were motivated to make their own health a priority because being fit and well enabled them to care for their grandchildren. Many reported caring for grandchildren involved healthy eating, walking to parks and setting a good example of a healthy lifestyle. Caring for grandchildren had facilitated a complete lifestyle change for one grandparent resulting in significant weight loss and a reduction in smoking:

It's changed my way of looking at my own diet. I was a big person before I came here. I was really big, I was 125 kilograms...now I'm about 95 kilograms. (Charlie)

However some grandparents found their child care role impeded healthy lifestyle behaviours. Some related this to being sedentary, or being too tired to exercise. Others described barriers to spending time outdoors with their grandchildren, including lack of

footpaths and inappropriate seating in public parks:

There's no seats or anything if you take your children to play ... and a lot of older people take the grandchildren there. There's nowhere to sit, it's ridiculous ... We've got rocks or something, it's just ridiculous. (Yvonne)

Some grandparents reported being too tired to prepare healthy meals for themselves after caring for grandchildren all day, while one grandparent commented on her diet being worse when caring for grandchildren because she ate treats with them:

I probably tend to buy them snacks that I wouldn't normally have in the house. And I eat them too. And I shouldn't. (Moir)

The combination of ageing and caring was difficult for some grandparents:

I guess because of our age we don't have the stamina that we had like twenty years ago. You know it's true every decade your body changes [laughs], and definitely when you're sixty you're not forty, even though you think you are, you know but when you get down on the floor and you're playing with them you've gotta have something to help you get up, lean on something, you can't just get up like you used to get up. So yeah just little things keep adding up you know. (Marilyn)

Tiredness was also a concern with several grandparents reporting being exhausted after a long day caring for grandchildren, or after disrupted sleep when having grandchildren for overnight stays:

I find Friday a very tiring day. I'm in bed at seven thirty once he's gone ... Straight to bed [laughs]. He exhausts me. Because yeah, we go all day from seven-thirty in the morning ... He's ready for bed and so am I (Moir)

Finally, several grandparents said caring for grandchildren was stressful, particularly juggling the extra chores and being responsible for someone else's child. One grandparent who

had recently migrated to Australia to care for his grandchildren also found it stressful adjusting to becoming a full-time carer in a new country:

I think most of the stresses come from myself because I'm used to working ... And it was something new you know to stay home and not be I 'spose the breadwinner of the home ... I had to get used to the culture here ... So I had to change my whole way of looking at life. I had to learn new things and the way they do things in their house ... Even bringing up the grandchildren you know it is totally different from bringing up my own kids. (Charlie)

Striking a balance

All grandparents had very busy lives and talked readily about how they managed their multiple responsibilities.

If there was thirty hours in the day you'd find more work to do [laughs]. (Marilyn)

Several grandparents reported they combined caring for grandchildren with care of elderly parents, or had done so in the past. One grandmother who cared for grandchildren five days a week had to make time for her elderly mother at the weekend:

I've got a mother who lives here in this suburb and she's ninety so yes I do have to take her shopping and to the doctors [laughs] ... Mum has to wait til Saturday for her shopping expedition. (Cheryl)

Some got things done while grandchildren were having an afternoon sleep or watching television. Several involved their grandchildren in household chores such as cooking, hanging out the washing and gardening. Interestingly both grandfathers specifically talked about using skills from the workplace such as time management and planning to manage their commitments:

I'm used to planning and structure ... The business I worked in was always very carefully planned and structured, a lot of things had to be done that way. (Graeme)

Some grandparents achieved balance by stipulating the amount of child care they would provide, and were thus able to meet their own needs as well. Taking regular holidays and relaxing on their own were important to many grandparents:

I meditate most nights, I find that to be essential at the end of a busy, stressful day ... When I take my dog for a walk I leave my phone at home, so I have an hour ... grandmas need time too. (Maureen)

However some grandparents said they did not have enough opportunities for relaxing and many had areas of their life that they had placed 'on the backburner'. Hence several reported they had difficulty making time for regular exercise, two no longer had time or energy for their hobbies, and one grandmother found it harder to socialise since she began caring for grandchildren five days a week:

I had a lot more time for myself and went out a lot more with friends [before]. But now you know it's hard to catch up with people. (Cheryl)

Self-sufficiency versus support

All participants reported being supported by family members. The grandparents interviewed as a couple talked specifically about the support they provided to each other:

I think it's easier 'cos there's two of us, I think it'd be more of a handful for one person. (Yvonne)

Oh yeah God I don't know how one person could handle the two of them at once because they're at a stage where they both want attention all the time. (Graeme)

Beyond the immediate family, grandparents had different experiences of external support. Several participants were quite self-sufficient, expressing no need for community support services or activities:

There's enough activity in my house; you know everything that you would need to look after a two year old. (Maira)

In contrast, others described the emotional benefits of additional supports. One grandmother had an informal arrangement with a friend which involved regularly spending time together while providing child care for their grandchildren:

I meet another friend of mine who is a grandmother who does child care for her grandchildren as well. And then we normally have a cup of tea either at my place or at her place, and the children have some more interaction playing...We call it 'Nana playgroup' ... It's great for grandparents to get out of the house, to do something. Grandma gets dressed a bit decent, puts on a bit of make-up. (Sue)

There was agreement that more formal activities needed to be affordable however, there were different views about whether they preferred grandparent-specific activities. Several participants spoke of the need for more grandparent-specific activities:

Oh, there could be such a thing as a grandparents' playgroup ... I can imagine a lot of grandmothers would be isolated. (Maureen)

Whereas others argued that they preferred to join in with mainstream activities:

The two playgroups I were in they were very friendly ... I loved fitting in with those young mums, I didn't have a problem with that ... Like some other people might not ... But yeah I got on really well and some of those mums I actually visited during the week. We had like play dates. (Cheryl)

Discussion

The World Health Organization Active Ageing Policy Framework proposes successful ageing is determined by eight interrelated broad determinants of health (WHO 2002). This framework provides a practical way of describing the findings of this study so that they may be of use to the municipality in which the study was located, as well as a wider audience of professionals with an interest in healthy ageing.

Gender

Consistent with previous studies reporting grandmothers perform more child care than grandfathers (Millward 1997, Horsfall & Dempsey 2011), the majority of carers in this study were women. While Horsfall and Dempsey (2011) argue grandfathers are capable of taking on the practical tasks of child care, and recommends they assume greater responsibility in caring for grandchildren, it is important to recognise the different experiences grandfathers bring to their child caring arrangements. This was highlighted in the current study where grandfathers reported using skills obtained in the workforce to assist them to successfully juggle their child care responsibilities with other commitments. However, less positive was the finding that one grandfather struggled with his change in role from breadwinner to carer. This suggests two areas for consideration in promoting healthy ageing for grandfathers providing child care.

Culture

Cultural diversity has important implications for older populations (WHO 2002), in particular grandparents from culturally and linguistically diverse backgrounds who may experience social isolation (WHO 2002). In the current study the participant who had relocated to Australia to care for grandchildren reported difficulty adjusting to a new culture and lacked social support outside the family. This is consistent with Goh's study conducted in China, which found grandparents who relocated to care for grandchildren experienced loneliness due to language barriers and limited time to attend activities with people their own age (Goh 2009). The NSW Council on the Ageing recommends grandparent-focussed playgroups catering for different cultural groups be established to address isolation in non-English speaking grandparent carers and those new to Australia (Council on the Ageing 2010). This strategy could be used in other states to promote healthy ageing amongst culturally and linguistically diverse grandparent carers.

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Behavioural determinants

Behavioural determinants are healthy lifestyle behaviours which facilitate healthy ageing such as healthy diet, regular physical activity, and not smoking (WHO 2002). Self-care was important to several participants in this study because being fit and healthy enabled them to care for their grandchildren and set a good example of a healthy lifestyle. This is consistent with previous research showing grandmothers who provided child care for grandchildren were more physically active and reported better health than non-caregiving grandmothers (Hughes et al 2007). However, the current study also showed being motivated to engage in healthy lifestyle behaviours was not always enough. For some participants this was because long hours spent caring for grandchildren left them too tired to exercise, prepare healthy meals or enjoy leisure time. This is consistent with findings of Lee et al (2003) who found grandmothers providing more than nine hours of child care per week (as was the case for all grandparents in the current study) are at increased risk of coronary heart disease, possibly because their child care responsibilities limit time for self-care.

Personal determinants

Personal determinants refers to biology, genetics and psychological factors (WHO 2002). In the current study, pre-existing health problems and perceptions of stress made caring for grandchildren difficult for some participants, however by adjusting the way they cared for their grandchildren or by making self-care a priority, some were able to minimise negative health impacts. Evidence suggests grandparents are receptive to receiving information to help them care for their grandchildren in the form of a parenting program specifically adapted for grandparents with child care responsibilities (Kirkby & Sanders 2012). Such programs would provide an opportunity to reinforce the importance of self-care for grandparent carers.

Health and social services

Health promotion and disease prevention measures, along with curative services, facilitate active ageing (WHO 2002). In order to reinforce the importance of self-care and promote inclusion of grandparents at activities designed for families, health care professionals and service providers need to be educated about the challenges associated with caring for grandchildren and the potential these challenges have to negatively impact grandparent health. In particular, that a one size fits all approach may not be appropriate, with grandparents from the current study voicing different views about whether or not they required support outside the family.

Social determinants

Maintaining connections with family, friends and the wider community in later life is important as social isolation is associated with poor health (WHO 2002). Findings of this current study suggest spending time with grandchildren benefits the emotional health of grandparents. However, this current study also found providing child care for grandchildren may limit opportunities for grandparents to spend time with their own friends which is consistent with previous research (Goodfellow & Lavery 2003). Encouraging grandparents to attend organised activities designed for families, such as playgroups, may prevent social isolation in some grandparents with child care responsibilities as was seen in the current study. However some grandparents in this current study expressed interest in meeting other grandparents with child care responsibilities and suggested grandparent-focussed playgroups could reduce isolation in some grandparent carers. The desire of some participants to meet other grandparents with child care responsibilities is consistent with findings of Kirby & Sanders (2012), who recommend parenting programs for these grandparents be delivered in a group setting to facilitate peer support.

Economic determinants

Providing child care for grandchildren may have financial implications for grandparents due to reduced availability for paid employment, and associated costs of caring for grandchildren (Griggs 2010) such as provision of meals and entertainment. The findings of this study indicated affordability was a barrier for some grandparents accessing some activities. Keeping activities cost-free or low cost is therefore recommended to encourage grandparents to enjoy community activities with their grandchildren.

Physical environments

Physical environments have the potential to facilitate healthy lifestyles and active ageing if they 'make the healthy choices the easy choices' (WHO 2002, p17). In particular, safe, well-maintained parks are important to encourage people to spend more time outdoors and engage in regular physical activity (WHO 2002). Participants in this study made specific suggestions that would encourage grandparents to spend more time outdoors when caring for grandchildren such as provision of more footpaths and comfortable seating in parks.

Summary

This in-depth snapshot of the experiences of a small group of grandparents caring for grandchildren for more than ten hours a week provides fresh insights into the health-enhancing aspects of caring for grandchildren, the challenges associated with this arrangement, and the support needs of these grandparents. A larger sample, and inclusion of more grandfathers and non-English speaking grandparents may yield further insights into the health and wellbeing of grandparents with child care responsibilities, however the diverse nature of this study's findings indicates a wide range of views and experiences have been captured. These findings will contribute to the growing literature on families, grandparents and intergenerational relationships. It is anticipated findings may be used to guide improved service delivery in the municipality where the study was

conducted, and to generate further research on grandparent health and wellbeing.

This is of relevance to the field of Home Economics both because of the changing nature of work and family and the increasing need to support successful ageing within contemporary Australian society.

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The importance of skills-based food education and food literacy for today's adolescents

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The importance of teaching food skills to adolescents

Poor diet quality is, unfortunately, a common characteristic of adolescence (and later ages) with healthy eating recommendations rarely being met (Lally, Bartle & Wardle 2011; Morley et al 2012). This is one of the factors that contributes to the increasing prevalence of overweight and obesity (AIHW 2011). Concern about the health implications of diet quality and the eating behaviours of adolescents is shared by both home economics educators (HEV 2009; Pendergast & Dewhurst 2012) and health professionals (Woodruff & Kirby 2013).

There is a strong relationship between cooking skills and healthy eating (Hartmann, Dohle & Siegrist 2013), though cooking skills are practiced less frequently among families (Soliah, Walter & Jones 2012). In the last two decades, concerns regarding the state of domestic cooking skills, as well as purchasing and meal planning skills, have intensified, with many arguing that it is being routinised, deskilled and devalued by the ready availability of low quality convenience foods (Ripe 1993; Ritzer 1996). It has also been suggested that the decline in cooking skills has directly contributed to the increase in obesity rates and food insecurity (Elliston 2013; Lichtenstein & Ludwig 2010). This suggests there is a need for a greater focus in schools on practical food-related skills which provide adolescents with the ability to prepare healthy family meals.

Learning to become an independent adult largely depends on the life skills that are developed throughout childhood and adolescence. Skills associated with independent living, such as caring for children, shopping for and preparing healthy food, and managing household budgets, are vital for the health of Australia's future adults, their families, and in a broader sense, the health of society.

For centuries mothers have long been the primary source of food skills for children and adolescents. More recently, from the onset of the 20th century cooking classes at school became the second most important source (Caraher et al 1999). However, with the increase in reliance on pre-prepared foods (Bava, Jaeger & Park 2008), among other things, opportunities are lacking for children and adolescents to acquire food preparation and cooking skills at home (Markow, Coveney & Booth 2012; Short 2003). Therefore, the role of schools in engaging children and adolescents in food skills is more important than ever. Well-educated adolescents have the potential to influence the food behaviours of their family, eat healthily themselves and become positive role models for their own future children.

The knowledge required to make healthy food decisions and to prepare healthy meals is much more than just knowing what is healthy and what is not. Nutrition knowledge alone, without the necessary practical food skills, is not sufficient to change food behaviours (Contento, Manning & Shannon 1992; Story, Neumark-Sztainer & French 2002; Worsley 2002). A major reason for this is peoples' lack of confidence in

their food-related skills and competence (Caraher et al 1999; Dowler & Calvert 1995; Leith 1998; Winkler & Turrell 2009). Therefore, adolescents need to be given the opportunity at school to learn and practice the specific skills related to meal planning, shopping, and preparation in order to build their confidence and develop habits. All of these skills are familiar to home economics teachers.

In order to build student confidence in their food skills, opportunities need to be provided in the classroom for students to practice key food procedures. Repeated practice of skills is necessary to build lifelong habits. We just need more time to do this. Having students work in teams encourages co-operation and scheduling skills. However, letting them work independently provides them with the ability to develop their independence. Practical classroom activities should also encourage students to take risks and try new foods (like vegetables) so that they build their taste repertoire. Excursions to supermarkets and fresh food markets provide great opportunities to immerse students into different food environments, which helps them to put classroom activities into context.

In addition to the basic skills, adolescents need to learn how to make wise food decisions within the context of the 21st century market-driven food environment, which is not conducive to healthy eating behaviours (Ni Mhurchu et al 2013; Thornton, Jeffery & Crawford 2013). Adolescents, therefore, need the knowledge and skills to help them resist the blandishments of food marketing which are aimed directly

at them. These include websites run by food and beverage giants, two-for-one offers, soft drink advertising, text advertising, to name only a few. In most cases, the content of the school curriculum does not deal with these issues (Turner & Seemann 2008).

Food education in the current Australian curriculum

With the implementation of the Australian national curriculum currently underway, there is a good opportunity to discuss the current position of food education within the school curriculum. While home economics used to be a compulsory subject in the curriculum, today there is often more emphasis placed on other learning areas than home economics (Pendergast, Garvis & Kanasa 2011). Although students are still taught about food and nutrition in most schools, it is generally concentrated in the lower secondary years, 7 and 8, (HEIA 2010) and may be offered only as an elective in the higher years, if at all.

Despite these difficulties, many Australian schools are thriving with home economics teachers who are doing the best job they can within the constrained curriculum. Teacher motivation and willingness is not the issue here. It has more to do with lack of resources such as time within the curriculum and funding (Auld et al 1998; Liquori et al 1998; Newell et al 2004; SAKG Evaluation Research Team 2009). If home economics teachers were given the opportunity to practice their expertise to their full potential, it is highly likely that food education in Australian schools would flourish.

There is a renaissance going on around the world in home economics. The value of the discipline is being recognised once again by groups outside the discipline, particularly among medical and public health groups which have to cope with the global epidemic of obesity and non-communicable diseases like heart disease, type 2 diabetes and some cancers. In addition,

as the popularity of TV shows like Master Chef attests, there is a renewal of interest in cooking around the world. In the academic domain, more research is being carried out in food literacy, which uses key principles from home economics, social psychology and nutrition education (Vidgen & Gallegos 2014).

International developments

There have been some informative developments in Australia and overseas which provide valuable examples. In Ireland, the 'Early Childhood Curriculum Framework' encourages children from birth to six years to become aware of healthy eating and different food types – skills which are built upon as they progress through the education system (Weichselbaum et al 2011). The emphasis on food and nutrition from an early age through until the end of secondary school is likely the reason that home economics is such a popular and highly-regarded subject in the secondary school Leaving Certificate. In 2012, 21.3 percent of Leaving Certificate candidates undertook Home Economics (Department of Education and Skills 2014), making it the 8th most popular subject (Careers Portal 2014). This compares to just 7.6 percent of Victorian students undertaking Food Technology in their final year in 2011 (Victorian Curriculum and Assessment Authority 2014).

In Europe, the European Food Framework mandates that all children aged 5–16 be taught food skills and nutrition (British Nutrition Foundation 2014a). Students learn food preparation skills, which foods to eat and why, how to read food labels, food safety, and they develop the skills necessary to apply this knowledge in real life (Pendergast, Garvis & Kanasa 2011). The British Nutrition Foundation recognises the need to provide support for teachers across the UK (Theobald & Rowcliffe 2010). The 'Food – a fact of life' website was originally developed for primary school teachers in 2005 and now provides a complete teacher support program for students aged

3–18 years (Theobald & Rowcliffe 2010; British Nutrition Foundation, 2014b). The website provides resources such as PowerPoint presentations, teacher notes, worksheets, video clips, photo montages and online interactive tutorials, which are downloadable and modifiable to allow teachers to tailor them to individual classroom needs (Theobald & Rowcliffe 2010). Its popularity is continuing to grow with statistics showing a steady increase in the number of visits and downloads each year (Theobald & Rowcliffe 2010). It is well worth a look (www.foodaactoflife.org.uk).

Future directions

More research is needed about ways to integrate skills-based food education programs into the Australian secondary school curriculum, but it is clear that much can be learnt from the progress being made around the world. While primary schools are starting to move in the right direction, with popular programs such as the Stephanie Alexander Kitchen Garden National Program (www.kitchengardenfoundation.org.au), it is crucial that secondary schools catch up quickly in order to keep the momentum going and to ensure that students are not left high and dry after year 6. Research is needed to identify effective ways to allocate more time to food education in the curriculum, but for now, it remains the responsibility of the school and the classroom teacher to ensure that the necessary food skills are being taught. However, with the recent push in the media to 'bring back home economics' (e.g. Chilcott 2011; Hall 2012), along with the support and expertise of home economics educators, the prospect of a standardised food-skills curriculum remains alive for now.

The importance of skills-based food education and food literacy for today's adolescents

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Guatemala: A moment in time influencing a lifetime

Jane Norton
Eltham College

Building connections

Visiting a developing country, travelling with senior years students and living in a remote community exposed to the rituals of daily life was an experience I dreamt of. I expressed interest to participate in the program approximately four years ago, inspired by the stories of my colleagues from earlier tours and the influential pathway created for students as they journey into the world of independence.

In 2006, while on extended leave, two teachers from Eltham College found themselves in a small village called Santiago Zamora in Guatemala. Moved by the story of the women and their community over the previous three hundred years, they dreamt of returning with students, combining a cultural tour with volunteer work. Eltham College is an independent school, located in Research, 30km north of the Melbourne CBD and is celebrating its 40th year in 2014.

Since 2009, eight student tours have visited Guatemala. Through students' and their families fundraising efforts, houses have been built, schools and community facilities painted. During the most recent tour, which I participated in, a school was built. The volunteer work was facilitated through volunteer agencies based in Guatemala.

Students and their families fully fund the tour cost and commit as a group to reach a fundraising target covering the cost of the volunteer project undertaken. Throughout December 2013 and January 2014, three tours departed, each in duration of one month. In total, forty-five students visited Central America. The project focus was building a school for students of similar age in the remote village of Primavera, Ixcán in the region of

Quiché. Primavera is in the central north of Guatemala close to the border of Mexico. Prior to this school being built, schooling only went to year 8 equivalent. Attending school beyond year 8 required moving to a town six hours away; rarely was this affordable or possible.

The tour

The tour began on the very small island of Caye Caulker, Belize in the Caribbean Sea. Recovering from the long haul flight was made easier with the slow island pace and snorkelling in the crystal clear waters of the world's second largest reef. A beautiful place to ponder the 100 mile food concept, we were introduced to many foods fresh from the sea and land including conch meat and coconut water.

Leaving island life behind, we ventured to San Ignacio to experience caving in ancient Mayan burial sites, hiking in the jungle, cave tubing and witnessing the conservation of iguanas. Our tour guide, having grown up in San Ignacio, provided an insider's view of local Belizean life. Visiting the local school, the tortilla factory, food outlets and the town library were among the highlights.

It was now time to cross the border into Guatemala and head for picturesque Flores. The contrast between the two countries was immediately visible but the complexity of the two countries was better understood through our guide, whose maternal family were from Guatemala. Guatemala is where he had settled after moving from Belize to access government funded university education. In Belize, being part of the Commonwealth, the British influence was apparent and old rusty signs referencing projects to the Millennium Development Goals were evident. By contrast in Guatemala, the only projects

sign posted were in tourist precincts and referenced the US Aid program.

On the tiny island in Flores it was festival week. The festival ritual includes a daily afternoon parade where cross dressing was openly celebrated and the nightly fireworks did not end until 5:00am.

The fireworks boomed all night and our bodies tremored with every blast. This week was not the week to sleep soundly in Flores! When compared with Australia, firework safety is different. It is just another of the cultural differences which were intriguing to witness from a safe vantage point. The street stalls popped up on dusk with beautiful foods displayed, many new to us. Vegetarians were easily catered for and I drank hibiscus flower punch for the first time. We all needed to practise our Spanish at this meal time!

From Flores we visited the UNESCO World Heritage Site of Tikal set in a national park approximately one quarter the size of Guatemala. An intriguing place to witness pristine jungle wildlife and contemplate ancient Mayan civilisations. What wonderful insight to protect such a large section of the country from development. The memorable encounters included tiny snakes, a large crocodile and spider monkeys. It was in Tikal that I came to understand the value of the Chico Zapote tree and the impact on trade in Guatemala when chewing gum manufacturers changed from a plant based gum.

Leaving Flores, we travelled into the mountains to experience the 'natural' water park of Semuc Champey with limestone water pools and underwater caves. It was here I first saw cocoa and coffee beans growing. Buying unsweetened, homemade chocolate was a sensory experience I did not repeat as I rushed for water! The



Dancing



Traditional dress

came to know of Eva's work. Eva is now 83 years old and lives permanently in Playa Grande, approximately 40km from Primavera (and two hours by vehicle), where she continues her work in human rights at an international level.

Access to Primavera, in the early days was purely by boat. Houses were constructed of tree branches and vines. Eva described the early houses as being like woven baskets. As time progressed houses were made from felled trees and then rough sawn timber planks.

Primavera today

Once the road was constructed and financial support became accessible, communal buildings were built such as the hall, meeting spaces, the school building educating students to Year 4, health centre and medicinal garden where today the visiting nurses provide the immunisation program and travelling dental and medical services attend. Orange trees and pineapple plants were planted in communal areas and every morning from our lodgings we would see young girls gathering the fruit. Every family contributes to communal jobs on a rotational basis to ensure the environs of Primavera are maintained. More recently a lodging house has been built for visitors to Primavera, which was where the teaching staff resided during the stay. This house has a gas cooker, the only one I saw while in Primavera, and a toilet/shower out house. Students resided next door in a communal building that was fitted with beds and an amenities block was built.

Water is now piped from the river and a sewerage system has been established. Agricultural projects have also been established such as the planting of African Palm and aquaculture systems

created as the river no longer provides a sustainable and safe supply of fish. A small herd of cattle and pigs are farmed. Small groups of people have been trained to deliver services such as hairdressing and larger quantity cooking. Many of these projects have been partially or fully funded by aid programs.

'The Women's Committee' works to ensure the widowed women in the village have an income source. These women weave fabric for clothing, placemats for tortilla baskets (to keep the tortillas warm, not simply for aesthetics) and bags to sell within the community. They have a communal meeting place with a small and large loom and a treadle sewing machine and a kitchen where they cook for visitors such as ours, creating an income source and a means to feed the few visitors to Primavera. Many of these women were widowed due to war atrocities.

The organisation and governance established by this community while in the jungle continues today in Primavera, with a committee and many subcommittees overseeing the wellbeing of the community, growth and allocation of resources. Few people leave Primavera. The committee, made up of women and men, have a biennial rotation policy ensuring all people are represented. Through leadership, youth are supported to grow their knowledge and involvement in the functioning of the community. Being in Primavera in January, I witnessed the planning occurring for the various sub-committees. 2014 annual plans were being written and I could see clearly how they evolved from the five year business plans of each of the committees. Success

has not only benefited Primavera but also neighbouring villages as trade and services such as education have evolved.

Our days in Primavera

Our day consisted of breakfast and lunch hosted by a different family each day. Depending on the financial capacity of the host family, they would host one to three people on that day. Each family in the community was expected to host once supporting the work that Eltham College was undertaking in Primavera. Breakfast usually consisted of rice and black beans or an omelette served with a drink made from tortilla dough, orange juice or a very sweet black coffee. Our day began at 7:00am. The women hosting our meals were up and working at 4:00am to walk to the corn mill, mill the corn, make the tortilla dough in time to serve breakfast for the men in the family before they left for the fields at 6:00am. We saw the men at lunchtime.

Then it was off to the work site to sift and move dirt, shift bricks or wood, mix and transfer buckets of concrete when pouring was occurring, all dependent on weather and the stage of construction. The work was manual and hard, especially as there were few resources on site. Two wheel barrows, three spades, two picks and a lot of plastic buckets to move things with. We definitely needed the work gloves we had packed, as our hands were our tools. Three local men oversaw the project and instructed us of tasks. Each day 5–10 local men would work on site, on a rotational basis. Each family was expected to contribute to the project. Locals were intrigued by the females in our group working alongside the males



The boa



Tortillas cooking



Tortilla dough



Eva

doing heavy building work. As we were the final group and saw the project finished, many of the male students who would benefit from the project worked alongside us in the final days. With no Spanish spoken by our group, our tour guide was invaluable but this was definitely an exercise in non-verbal communication including a lot of smiling!

Lunchtime and we returned to our host. More tortillas served with rice and beans, an omelette or maybe chicken stew. The meal was usually served with orange juice or a rice based drink. Frequently we were sent home with a bunch of bananas or a coconut, fuelled ready for an afternoon of heavy work. On one occasion an older man visited the worksite to show us a baby Boa constrictor he had caught while tending his fields explaining this was the main protein source while living in the jungle. I wondered if any of us would be served Boa for lunch the following day. It was probably dinner and very fresh given no refrigeration available.

For dinner we alternated between meals served by the women's committee in a communal hall and Julianna, who had been trained in larger quantity

cooking and her veranda had been built to cater for up to 15 people. Chicken stew served with potato salad was often on the menu, always served with tortillas and full of flavour with a strong presence of coriander. Chilli sauces available, as desired. On one occasion we had 'pig' for dinner. The slaughter had been anticipated for days and it became apparent that the events of the community and travelling to market day were influenced by when the butcher was available for slaughter. When hibiscus flower cordial made an appearance it was a treat after a hard day of dirty work!

Farewell to Primavera

We were farewelled by Primavera in a moving three hour long ceremony which included the opening of the school building on site and then moving to the community hall where the folk of Primavera congregated to say thankyou. Eva had travelled two hours to share in the celebrations and it was here I came to fully comprehend the respect held for her in Primavera. Staying in the same lodgings, there were visitors late into the night to see her. Eva's explanation of the traditional dress and dance of

the four indigenous tribes who make up Primavera was intriguing and my understanding of life hidden in the jungle came through discussion with her.

I was fortunate to be in the final tour group to see the project completed and witness a farewell ceremony both rich in culture and representing life influenced by the world as we know it now, in Primavera. The young clown performers, the first intake of students in the school we built, delivering a written message 'thankyou for your support' in English was exceptionally moving. The wonderful rock band evolving from a donated guitar, self-taught by a young boy with a musical ear, affirmed the value of all support provided to the folk of Primavera. These young people who benefit from education in this school are just like our young people at Eltham, engaged learners but who value what they have for a whole range of other reasons, particularly sacrifices resulting from civil war.



Fabric dyes

Back on tour

Back to city life we embraced hot showers and the benefits that go with being a tourist again in Antigua! A beautiful world heritage city listed for its Spanish architecture. From here we climbed the volcano, Pacaya where we toasted marshmallows and contemplated the impact on surrounding communities when it erupts. Pacaya did just that the following week causing thousands of people to evacuate. Visiting Panajachel we travelled around Lake Atitlan formed in a volcanic crater, to see the artistic communities scattered around the lake. The highlight was a textile demonstration showing the plant sources used to create the vibrant colours in the woven cotton and silk items. Exceptional quality made for a wonderful shopping opportunity!

The tour came to an end visiting Santiago Zamora, the village where the Guatemala tours at Eltham College began. The village is nestled among coffee plantations and has been impacted by the business practices of the wealthy for hundreds of years. Visiting the Women's Cultural Centre we witnessed weaving demonstrations and ceremonial dancing, and saw how the centre provided a means for the women to generate income in their village. This all took place in a building constructed by the two teachers at ELTHAM who were originally inspired to create this experience for students.

This journey enabled me to see the essence of home economics in action, the wellbeing of people in their everyday living in the household and family. Sustainable living, as there was no other option in Primavera, family units where the basis of belonging and value

of education resonates strongly, a communal structure to ensure future generations' survival and strong communities with little, if any, gender bias in decision making.

Maybe one or two of our students longed to see 'The Golden Arches' that were eight hours away by road, but most were not ready to leave Primavera. For our students, through this unique experience, their lives will forever be influenced. For me, the highlight was knowing we had influenced a small remote community through how we worked together and alongside one another, leaving a legacy encouraging education for generations to come, not only in Primavera but also the neighbouring villages. A profound and powerful moment in time, for all the right reasons. Would I do this again? Absolutely!



The construction site



Weaving



The completed school

Food Literacy in Action

Aim

Food Literacy in Action aims to engage secondary school students and their families, teachers and communities to apply knowledge and demonstrate the practical application of healthy eating and food literacy.

Objectives

Food Literacy in Action is an opportunity for schools to identify and showcase what they are doing to improve food literacy in their school community. This will be different for each school and could be large or small depending on the particular school environment.

As part of *Food Literacy in Action* schools:

1. Review current practice to support food literacy.
2. Identify possibilities to improve food literacy in the school community.
3. Engage secondary students, families and staff.
4. Work towards and contribute to a whole school approach to food literacy.
5. Share their stories. Selected stories may be showcased.

Approach

Food Literacy in Action uses an inquiry learning approach for developing students' food literacy knowledge, skills and capacity for creating a healthier school environment.

Support

Support will be provided to schools in Healthy Together Communities (HTC) - Bendigo, Cardinia, Dandenong, Geelong, Grampians/Goldfields, Hume, Knox, Latrobe, Mildura, Whittlesea, Wodonga and Wyndham. Local HTC staff will be available to support schools to develop and enhance their community partnerships.

Home Economics Victoria will provide support to teachers in HTC areas.

Sharing Food Literacy in Action

Schools will be asked to share their food literacy story and learning in a format that works for them. Individual student work is not required, however schools may wish to share samples, websites or resources. Certificates of participation will be issued.

When:

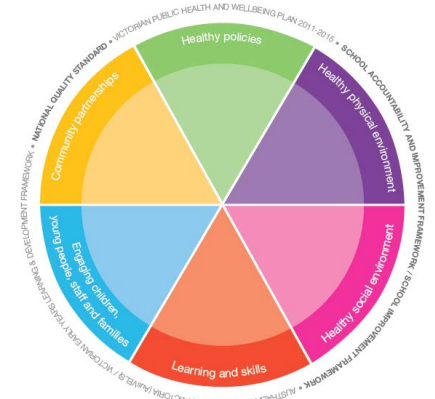
- Semester 1 2015

Possible questions to consider:

- What skills and knowledge are needed to prepare healthy meals?
- Where does our food come from, how is it produced and how can we prepare it?
- What influences healthy eating and food choices?
- How do individuals and families access food in our community?
- How does culture influence food choices and preparation in our community?
- How can we improve food sustainability in our school/community?
- How 'healthy' are individuals and families in our local area?

Find out more:

<http://homeeconomicsvictoria.ning.com>
foodliteracy@hev.com.au
 (03) 9642 1061



Achievement Program Framework

Food literacy means having the knowledge, skills and the capacity to source, prepare, cook and share food in a sustainable manner to promote a healthy and balanced lifestyle. Food literacy is also about individuals understanding the role that food plays in communities and cultures.



Healthy Eating and Food Literacy

The goal of the Healthy Eating and Food Literacy (HEFL) in Secondary Schools initiative is that “children, young people and families demonstrate behaviours that support healthy eating”.

Working with the secondary schools in the 12 Healthy Together Communities, HEFL uses a whole-school approach to improve healthy eating behaviours and increase food literacy among students and their families.

Examples of a whole-school approach

Not all schools are in the same place on their food literacy journey. We know that implementing food literacy is more effective if it involves healthy policies, a healthy physical and social environment, learning and skills, students, staff and family engagement, and community partnerships as outlined in the Healthy Together Achievement Program Framework.

Food Literacy in Action will support schools to take action across the whole school or to initially focus on one or two areas. The important thing is that you review your current practice and take steps on your journey toward a whole-school approach to food literacy.

Resources

- Healthy Together Achievement Program Framework
- AusVELS incorporating the Australian Curriculum
- Healthy Food Charter principles for promoting healthy eating

Healthy policies	<ul style="list-style-type: none"> • What policies support healthy eating in our school? • Do we have a healthy canteen policy? • Do we have a health and wellbeing team?
Healthy physical environment	<ul style="list-style-type: none"> • How easy is it to access healthy food: <ul style="list-style-type: none"> • at school • in the canteen • in our community • at home? • Do we have a school garden and sustainable practices?
Healthy social environment	<ul style="list-style-type: none"> • Are healthy foods expected at school events such as breakfast programs? • Are sweets and other unhealthy options accepted and used as rewards? • How does food marketing and sponsorship impact on young peoples' food choices? • Are we exposed to food marketing in school?
Learning and skills	<ul style="list-style-type: none"> • Do students have the knowledge and skills to source, prepare, cook and share healthy foods? • Are we actively teaching food literacy and healthy eating? • Do we have the capacity for a cross curriculum approach? • What other options can be explored e.g. engage with Technology teachers to develop blogs, or food mapping in Geography?
Engaging students, staff and families	<ul style="list-style-type: none"> • Is our school community healthy? • Does the school community have a role to play in supporting healthy eating? • Is student agency and leadership encouraged? • How do we engage and communicate with our parents?
Community partnerships	<ul style="list-style-type: none"> • Can we utilise links with food charities and/or local businesses? • What food is produced locally? • What role does food play in our community? • What services are available to support families with healthy eating?

Healthy Together Victoria, funded by the Victorian State Government, is improving the health of our community

Emerson school changes

Background

Emerson School is a specialist school located in Dandenong, Victoria, catering to students with mild intellectual processing difficulties.

Hilary Corlett, supported by Liz McLean, is the Home Economics teacher in the Middle School for students aged 11 to 15 years.

Home Economics at Middle School aims to teach crucial life skills to students over a 20-week program. This year they have introduced a focus on fruit and vegetables to promote healthy eating. The classes run for 1½ hours, which allows the students to prepare a simple meal (usually a main and dessert) and sit down as a group to eat together. The classes are fun and engaging.

Sample meals:

- Soup and home made bread
- Vegetable frittata and pineapple upside down cake
- Home made gnocchi and pasta with home made tomato sauce
- Kibbeh and tabouleh salad using parsley and mint from the herb garden
- Pita pockets, fruit salad and home made ice cream
- Sushi, using vegetables from the garden
- Chicken and coriander spring rolls using coriander from the garden and jasmine rice.

Learning and skills

A theme is often followed and repeated to embed skills. For example, they may make soup for several weeks in a row so that students gain confidence with the processes. Safety and hygiene are explicitly taught and repeated each week.

By the end of the semester students are generally preparing most of the meals with minimal support. Some of the older students are capable of making meals themselves and a number ask if they can have a recipe to take home.

Hilary loves seeing the students developing their skills and passion for cooking. She will recommend skilled students to the senior school VCAL Food & Hospitality Studies which focuses on preparation for work.

A key aspect of the class is the expectation that students will follow hygienic practices; they will participate in preparation and cleaning up, and then sit together to eat what they have prepared.

Students are also encouraged to taste a range of foods. At the beginning of the semester many students are resistant to trying different foods. Hilary provides a small amount of new foods to taste although there is no pressure to eat a meal. This strategy has led to about 95 percent of students eating new foods and developing a much healthier attitude towards what they can eat. Hilary believes this will have a positive impact on their diet as they get older.

Feedback from parents has been positive, with many stating they had no idea that their child had the skills to cook and clean.

'It is very rewarding to see the students enjoy cooking and trying new foods. Many students find trying new tastes and textures challenging but they now enjoy the experience of sitting together to share a meal says Hilary.'

School garden

A herb garden is used regularly for practical sessions. The Middle School is developing a vegetable garden. Students can pick ingredients to use in practical classes, to decorate a meal and to also compare to store-bought produce.

On occasions, time can be limited when preparing more complex meals but whenever possible, teachers take students outside to the garden to observe how the vegetables are growing from seedlings.

Community partnerships

A number of students approached Hilary asking if they could enter food items into the Dandenong Show. Twenty-two students in total gave up their spare time and were supported by the Home Economics staff to bake cakes, muffins and biscuits to be entered. The Dandenong Show committee also provided free tickets so that families were able to attend to see their child's work. This was an engaging and empowering activity for the students, who were very excited to be featured and given awards in their local show.

Hilary's tips for special-school teachers

- Have high expectations of all students
- Ensure they follow hygienic practices and participate in preparation and cleaning
- Use the proper equipment and utensils
- Expect all students to participate
- Encourage them to taste new foods – just small amounts that will not Intimidate
- Sitting around a table together is a great way to teach social norms and allow peer encouragement to try new foods
- Explore why a student doesn't like a food – is it the texture, taste, is it too hot, do you need some sauce? Explore how they relate to food and how they make those decisions.
- Gardens are rewarding but can be time-consuming. If you don't have time to maintain a vegetable garden, start with a smaller herb garden.
- Most importantly, **keep it relaxed and have fun!**

Find out more:

<http://emersonsc.vic.edu.au>

Healthy policies	Healthy options in lunch boxes are encouraged and soft drinks are not allowed in the school. Subjects to support skills and sustainability.
Healthy physical environment	Students in practical classes use food from vegetable and herb gardens when they can. Growing and selling food in senior school.
Healthy social environment	In Home Economics, students sit together to eat meals they have prepared. They are encouraged to try new foods – which can be challenging for some students, especially those with autism.
Learning and skills	A focus on fruit/vegetables and healthy eating. Hygiene and cooking skills are embedded through practical classes. Senior School Food and Hospitality studies provide work skills for students.
Engaging students, staff and families	Classes are fun and relaxing, students can take recipes home to cook. Positive feedback from parents and family members.
Community partnerships	Student involvement in the Dandenong Show. Shopping at local centres to purchase food from the five food groups.



The students at Emerson enjoy Home Economics.

Healthy Together Victoria, funded by the Victorian State Government, is improving the health of our community

Submission guidelines and contributor notes



Description

The *Victorian Journal of Home Economics* publishes to an audience comprising the members of Home Economics Victoria. Published as *ECHO* since 1978, the *Victorian Journal of Home Economics* is established as one of the leading journals on the subject. Institutions and individuals in many countries subscribe, thus providing an international forum for academic research papers and curriculum-based practice or general interest articles. It aims to provide current and best practice information on the multi-faceted area that is Home Economics.

The scope of the Journal includes:

1. Topic areas: globalisation, food security, local food systems, sustainability, technology, ethical consumption, quality of life, food and nutrition, textiles and clothing, shelter, health and wellbeing for individuals, families and within communities.
2. Curriculum areas:
 - Health and Human Development
 - Product Design and Technology
 - Food Technology
 - Hospitality.

The Journal is published twice each year.

Issue	Deadline
April	9 February
September	6 July

Authors may submit their manuscripts by email at any time prior to the deadline/s.

Contributors

The *Victorian Journal of Home Economics* welcomes contributions from members and non-members, from a variety of disciplinary and theoretical perspectives.

Manuscripts

Manuscripts should be sent electronically to Gail Boddy, Managing Editor at business@hev.com.au.

Manuscripts should be original work and, where appropriate, should acknowledge any significant contribution by others.

Before photographs can be published, authors must confirm that consent has been obtained from individuals whose images are portrayed in photographs.

Language and formatting

Manuscripts should be in English. Please send files as a Microsoft Word document (doc, docx). Font should be Arial 11, left justified with single spacing between sentences and a single line return between paragraphs. Do not insert page breaks.

Use plain English, suitable for a broad audience. Avoid using jargon and clarify local terminology for an international audience. Use non-discriminatory language.

All pages must be numbered.

If an article is being submitted for peer-review, authors should create a Title Page file from the original manuscript and remove all identifying information from the text and document properties.

Material that requires substantial editing will be returned to the author.

Author's biography

In a separate document please provide a brief (less than 100 words) paragraph for each author, including:

- current role
- memberships
- an email address for correspondence
- a brief biography.

For example:

Dr Wendy Hunter PhD is currently self-employed. She has researched and written about the relationship between food, health and wellbeing across different age spans. Wendy has taught in nutrition, family and consumer studies, research methods, health promotion and public health at Deakin University in Melbourne. She has served as a director on the Board of Directors for Home Economics Victoria, a trustee on the King and Amy O'Malley Trust, and a national representative for the Victorian Division of the Home Economics Institute of Australia.

Abstract

Academic articles should include an abstract of 150 to 200 words (100 words for a student paper) that includes up to five keywords. Abstracts for academic papers should include a brief introduction and aim, method, results and discussion/ conclusions.

Non-academic articles should include a brief (up to 50 words) summary or prelude.

Length

Student papers – 1000 to 1500 words

Non-academic (practice or general interest) articles – 1500 to 2500 words

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Footnotes or endnotes

Footnotes or endnotes are not permitted, only reference lists. Please avoid using italics and bold. Spell check using UK English.

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Measurements should be in metric units.

Tables, figures and illustrations

Figures, diagrams and images must be cited in text and captions provided. Figures should be at a professional standard and supplied as separate electronic files (e.g. TIF, JPG, GIF). Tables and figures should be numbered consecutively. Include all tables, figures and illustrations in the correct location in the manuscript.

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E.g.

Pendergast, D 2001, *Virginal mothers, groovy chicks and blokey blokes: Rethinking Home Economics (and) teaching bodies*, Australian Academic Press, Sydney.

Journal articles

Author, initial/s year, 'Title', Journal, vol.#, no.#, page numbers.

E.g.

McGregor, SLT 2007a, 'Consumer scholarship and transdisciplinarity', *International Journal of Consumer Studies*, vol.31, no.5, pp. 487–495.

Online journal articles

Author, B year, 'Title of article', *Title of Journal*, volume number, issue number, page numbers if given, date retrieved, name of database or <URL>.

E.g.

Newcomer, JW 2007, 'Metabolic syndrome and mental illness', *The American Journal of Managed Care*, vol.13, no.7, pp. 170–177, www.ajmc.com/publications/supplement/2007/2007-11-vol13-n7Suppl/Nov07-2657pS170-S177, accessed August 2012

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Mission statement

Our purpose is to promote skills for life to achieve optimal and sustainable wellbeing for individuals, families and communities. By promoting wellbeing, encompassing health, we aim to prevent and/or control disease such as obesity and type 2 diabetes by providing teachers, students, parents and wider school communities with education and information.

Objectives

- Promote skills for life, including home economics, to achieve optimal and sustainable wellbeing for individuals, families and communities.
- Promote health and wellbeing, aimed at preventing diseases, specifically obesity and type 2 diabetes.
- Provide education and information about health and wellbeing through education programs, resources, publications, advocacy and consultancy.
- Support research into health and wellbeing including the provision of awards and scholarships.
- Work in partnership with relevant health and education bodies, government departments, organisations and industry.

Office hours

The registered office of Home Economics Victoria is open from 8:30am to 4:30pm Monday to Friday during the school term except on public holidays or as a result of professional development activities and as advised from time to time in *Home Economics Victoria News*.

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