

How Food Affects Life

Career Path

Ask students where food historians, food photographers, and food technologists might work.

Vocabulary Builder

Have half the students write the words listed under *Terms to Know* on one set of index cards. Have the other half of the students write the definitions of the terms on another set of index cards. Pair the students. Have each pair randomly place all the cards facedown and take turns to see who can find the most matching terms and definitions.

Food Historian

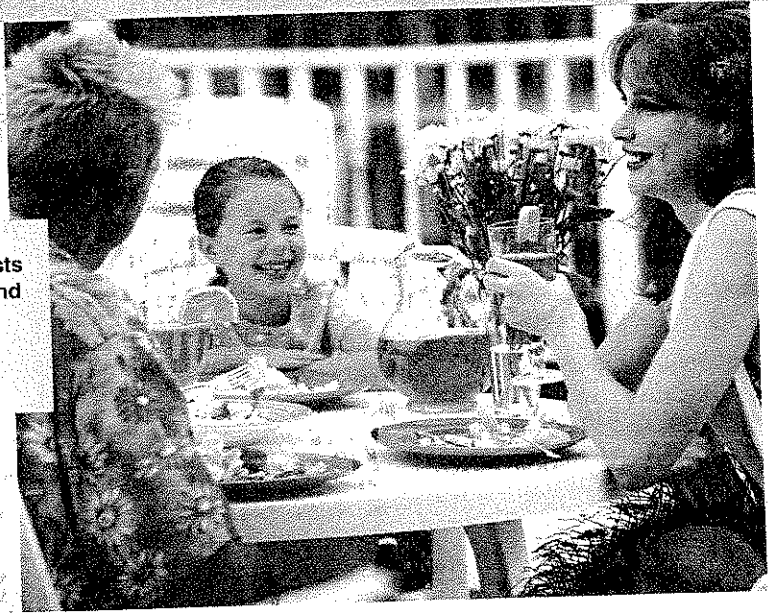
Prepares a chronological account or record of past or current events dealing with food habits of people within specific social, ethnic, political, or geographic groupings.

Food Photographer

Arranges food and props, adjusts lighting and camera settings, and takes photographs of food for commercial uses.

Food Technologist

Develops and tests new food products in test kitchen and develops specific processing methods in laboratory pilot plant. Also confers with process engineers, flavor experts, and packaging and marketing specialists to resolve problems.



Terms to Know

- | | |
|-----------------|----------------------|
| decision-making | fallacy |
| process | functional food |
| alternative | agriculture |
| hunger | environment |
| appetite | United States |
| wellness | Department of |
| stress | Agriculture (USDA) |
| culture | Food and Drug |
| fasting | Administration (FDA) |
| lifestyle | technology |
| peer pressure | artificial sweetener |
| fad | fat replacer |

Objectives

- After studying this chapter, you will be able to
- explain how the search for food led to the development of civilization.
 - use the steps of the decision-making process to make food choices.
 - describe how food relieves hunger and improves wellness.
 - outline cultural, social, and psychological influences on food choices.
 - list factors that affect the food supply.

Meeting Special Needs

Challenge academically gifted students in your class to attain the following higher-order objectives as they study the chapter:

- trace on a timeline how the search for food led to the development of civilization.
- use the steps of the decision-making process to detail how you would make a specific food choice.
- analyze the nutritional value of a menu to show how the included foods would help relieve hunger and improve wellness.
- design a videotaped food ad that incorporates cultural, social, and/or psychological influences to encourage viewers to choose a hypothetical food product.
- evaluate how various factors have affected the food supply.

Food has different meanings for different people. People who are starving see food as a means of survival. People who are proud of their culture consider traditional foods to be part of their heritage. Members of some faiths regard certain foods as religious symbols. People who are entertaining guests view food as a sign of hospitality.

Clearly, food does much more than meet a basic physical need. It meets emotional, social, and psychological needs as well.

As long as people have walked the earth, they have searched for food and the means to produce it. Efforts to improve food resources are likely to continue as long as life exists.

The History of Food

Early people probably ate food raw. At some point, they accidentally discovered cooked food tasted better and was easier to digest. By trial and error, they learned to control fire and use it to prepare food.

Eventually, these early people found they could protect themselves and secure food more easily by living in groups. They formed tribes and began to hunt for food together.

Some hunters became herders when they discovered they could capture and domesticate animals. People also discovered they could plant seeds to produce large amounts of food. This discovery led to the beginning of farming. The advances of herding and farming made the food supply much more dependable.

As food became easier to obtain, not all people had to spend their time hunting and farming. Some were able to learn a craft. Others became merchants. Trading in its simplest form began, and with it came the development of civilization.

The Migration of Food

As civilizations grew and developed, people began searching for food in distant places. By the fifteenth century, Spanish, Portuguese, English, and Dutch sailors were traveling the world in search of tea and spices. These sailors discovered new lands as well as new foods.

Thus the search for new food sources fostered European colonization of distant continents and the growth of powerful empires.

European explorers introduced foods they carried with them in the new lands to which they traveled. In North America, Spanish explorers introduced cane sugar and wheat. English explorers brought apples and walnuts, 1-1. The explorers also carried foods from the lands they explored back to their homelands. Therefore, foods that were once native to one place are now found in many places. This type of exchange led to an increased variety of foods throughout the world.

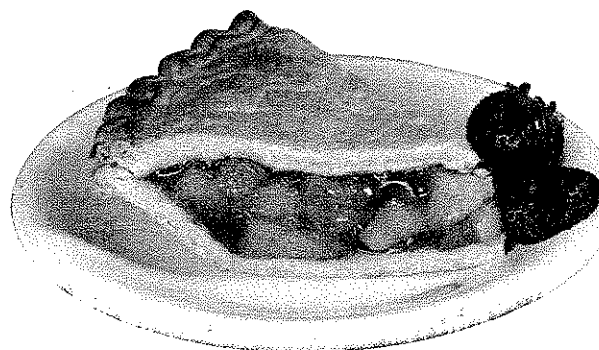
Making Choices About Foods

In the United States, many people are fortunate enough to have a variety of foods available to them. This requires them to make many choices about foods. They must decide when and where to eat. They must choose what to eat and how to prepare it. These choices require some skill in thinking and making decisions.

The Decision-Making Process

You can use a process to make decisions about foods or any other topics. The **decision-making process** is a method for thinking about possible options and outcomes before making a choice. It involves the following series of steps:

1. **State the decision to be made.** This helps you define the specific issue you are



1-1 Apple pie would not be a U.S. national dish if English explorers had not introduced apples to the New World.

Resource

Food—The Foundation of Civilization, transparency master 1-2, TR. Use the master to help students understand the role food played in the progression from hunting and gathering societies to herding and farming societies.

Enrich

Have students research the origins of a favorite food and share their findings in oral reports.

Break It Down

Have students answer question 1 under *Review What You Have Read* and complete activity 1 under *Build Your Basic Skills* at the end of the chapter.

Reflect

Ask students how they would feel if they had to eat the same foods every day. Ask them how they would feel if someone else always made food choices for them.

Interdisciplinary Connection

Combine your teaching of the history of food with a lesson from the history department. Ask the history teacher to discuss archaeological findings that reveal how early humans obtained, stored, and prepared food.

Resource

Making Food Decisions, Activity A, SAG. Use the activity to help students practice using the decision-making process when making decisions about food.

Reflect

Ask students to think of a time when they went to a restaurant or bought a food product they did not like. Ask them how this experience affected their future decisions about where to eat or what foods to buy.

Break It Down

Have students review the meanings of the terms *decision-making process* and *alternative*. Have them answer question 2 under *Review What You Have Read* and complete activity 1 under *Build Your Thinking Skills* at the end of the chapter.

For Example...

Introduce students to Maslow's Hierarchy of Human Needs. Use a visual representation to illustrate why the need for food must be met before needs at higher levels.

considering so you can focus your thoughts. You may want to phrase your decision as a question. A decision about food might be What should I do for lunch?

2. **List your alternatives.** *Alternatives* are the various options you might choose. Options for your lunch decision might include making a sandwich, reheating leftovers, and going out for fast food.
3. **Weigh the pros and cons of each alternative.** Each option will generally have some advantages and some disadvantages. Considering these will help you make a choice with which you will be satisfied. For instance, making a sandwich may have the advantage of being convenient if you have the ingredients on hand. It has the disadvantage of requiring some food preparation effort. Reheating leftovers has the advantage of providing a quick, hot, filling lunch. However, it has the disadvantage of lack of variety because you ate the same dish yesterday. Going out for fast food has the advantage of requiring no food preparation effort. On the other hand, this option would cost more money than the other two options.
4. **Make a decision and act on it.** After weighing all the pros and cons, choose the option that best meets your needs. Suppose you do not feel like preparing a sandwich and you do not want to spend money eating out. In this case, reheating leftovers may seem like the best choice.
5. **Evaluate your decision.** Thinking about how happy you were with a decision can help you make decisions in the future. Perhaps after eating the leftovers, you realize you do not like eating the same food two days in a row. You determine making a sandwich would have been worth the extra effort. This will help you make a choice the next time you are deciding what to do for lunch.

Food Meets Physical Needs

Have you ever tried studying for a test when you were hungry? You may have found it hard to concentrate. This is because food is one of your most basic physical needs. The instinct to meet this need is so strong you cannot focus on other issues until this need has been addressed.

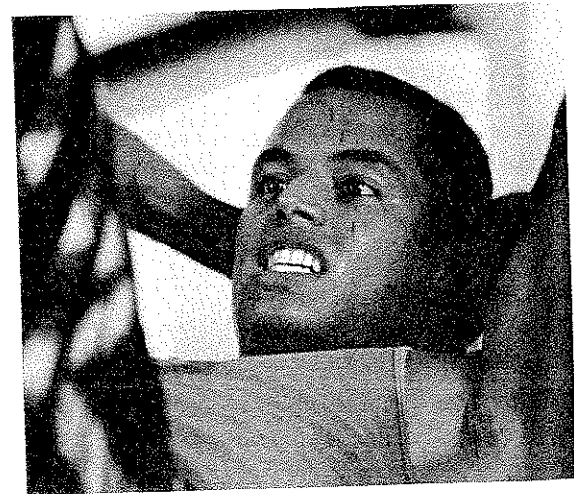
Your body needs food to provide the energy required to maintain vital functions, such as keeping your heart beating. You also need energy from food to move your muscles so you can perform tasks like walking, sitting, and climbing, 1-2. Your body needs substances from food to build and repair tissues, too.

Food meets two basic physical needs. First, food eases hunger. Second, it can affect your overall state of health.

Relieves Hunger

A complex system within your body senses when you need a fresh supply of the materials food provides. This system involves your digestive tract, which sends a message to your brain. Your brain receives this message and gives a signal, which you recognize as hunger. **Hunger** is the physical need for food. The hunger signal stimulates your stomach to produce hunger pangs. The hunger signal may also stimulate your **appetite**, which is a psychological desire to eat.

You can choose how you respond to the sensations of hunger and appetite. If you choose to eat, food relieves your hunger and the pangs in your stomach go away. If you choose not to eat, the pangs are likely to become more intense. You may experience other symptoms as hunger continues, such as a headache or dizziness.



1-2 Food provides the energy needed for physical activity.

Community Interaction

Have students plan an event in the community to raise funds for a hunger-relief organization. Students should put together a brochure to help educate the public about how food is a physical need. The brochure should go on to describe that having this need met is a basic right of every human being. Students can distribute the brochure at the event or use it as a tool to encourage people to become involved in the event.

Your appetite has a greater influence on your food choices than your hunger. Any food will relieve hunger, but only certain foods will satisfy your appetite. For instance, if you eat meat loaf when you have a taste for pizza, your appetite will not be satisfied.

Q: Do hunger and appetite always go hand in hand?

A: No. For instance, when you are sick, you may be hungry and yet not feel like eating. Conversely, when you smell freshly baked cookies, you may want to eat some even if you are not hungry.

a major source of stress. Therefore, preventing illness through careful food choices can help you avoid stress and improve your mental health. Eating well can also give you the strength to face stressful situations when they arise.

Your *social health* refers to the health of your relationships with other people. Eating healthful foods can help you feel strong and energetic. This strength and energy can give you confidence to be more outgoing as you interact with others. Food also affects the social aspect of wellness by being an important part of many social gatherings. You will read more about this role of food later in the chapter. See 1-3.

Reflect

- Ask students what kinds of sights, sounds, and smells stimulate their appetites.
- Ask students what types of events cause them to feel stress.

Break It Down

Have students review the meanings of the terms *hunger*, *appetite*, *wellness*, and *stress*. Have them answer questions 3 and 4 under *Review What You Have Read* at the end of the chapter.

Improves Wellness

Wellness is the state of being in overall good health. It involves mental and social health as well as physical health. Wellness is a goal most people actively try to achieve.

The three areas of wellness—physical health, mental health, and social health—all affect one another. Sensible food choices can help improve all three areas.

In terms of *physical health*, or the health of your body, food does more than relieve hunger. Food helps you grow and develop normally. It can help you avoid developing certain diseases, too. You will read about these functions of food in Chapter 2.

Your *mental health* is the health of your mind. One sign of good mental health and overall wellness is an ability to handle stress. **Stress** is mental tension caused by change. For instance, moving to a new community creates many changes. Some of these changes may be positive, such as living in a nicer home. Some of the changes may be negative, such as seeing less of your friends in the old neighborhood. In both cases, the changes can cause stress.

Food can help you manage stress. When you eat the foods your body needs, you are less likely to develop certain illnesses. Illness can be



1-3 A nutritious diet can have a positive impact on physical, mental, and social health.

FCCLA in Action

Encourage one or more group members to plan a Student Body project to teach their peers about the interrelationships of physical, mental, and social health. Remind the member(s) preparing the project to focus on the role good nutrition plays in each of these areas of wellness. Suggest preparing a pamphlet about healthful food options to offer to those who attend the presentation.

Resource
A Cultural Tossed Salad, transparency master 1-3, TR.
Use the master to illustrate how various cultures have contributed to the cuisine of the United States.

Discuss

Ask students what foods are typical of the region in which you live. Ask what the national origins of these foods are.

For Example...

- Other examples of foods contributed to U.S. cuisine by immigrants include the introduction of a wide variety of sausages by the Germans. The Dutch contributed cookies, coleslaw, and waffles. The Italians brought their pastas and rich tomato sauces. The Hungarians brought goulash spiced with paprika. The Poles prepared pierogi (filled dumplings) and poppy seed cakes.
- The foods Hindus can eat depend on social class. Muslims and Orthodox Jews cannot eat pork because they consider swine to be unclean. Jewish dietary laws state Jews cannot eat meat and dairy foods together. They also specify Jews can eat only fish with scales and fins.

Cultural Influences on Food Choices

What do you choose to eat when you are hungry? Where do you usually eat? Who is with you when you eat? When do you eat? How does food make you feel?

Your answers to all these questions reflect your food habits. Chances are, each of your friends would answer these questions a bit differently. This is because the factors that affect food habits are a little different for everyone.

One factor that affects food habits is culture. **Culture** is the customs and beliefs of a racial, religious, or social group. People of a certain race form a cultural group. Citizens of a given country and followers of a specific religion are also examples of cultural groups. Many people are part of more than one cultural group.

The United States is a *multicultural society*. The many cultures in this country include those of the Native Americans and the first explorers. The cultures of immigrants from Europe and Asia and slaves from Africa are also part of U.S. culture today. You might think of the United States as a cultural "tossed salad." A tossed salad is a single food item made up of a variety of vegetables. Each vegetable contributes a distinct flavor, color, and texture. In a similar way, each culture that is part of U.S. society contributes unique customs and beliefs to the nation.

In Chapters 27 through 32, you will read more about the native countries of U.S. residents. You will also read about the foods of these countries. As you read, evaluate the variety of foods in the diet of each culture. Also think about how the foods contributed by people who came from other lands have added to the U.S. diet.

National Origin

The people who colonized various lands brought with them foods from their native cultures. For instance, the French who settled in the United States introduced chowders. The

Chinese introduced stir-fried dishes. When the immigrants could not obtain traditional ingredients, they had to adapt their recipes. They incorporated foods that were available locally into their diets.

In the United States, immigrants tended to settle together based on nationality. As a result, many foods are typical of particular regions of the country. For instance, foods of Mexican and Spanish origin are found in the West and Southwest. Asian influence is seen in foods of the Pacific Coast.

Religion

Religion is an important cultural influence on the food habits of many people. Some religions have certain customs regarding food and how people should eat it. For instance, Hindus will not use cattle for food because they consider cattle to be sacred. Muslims can eat only with the right hand.

Through the ages, people have used food for religious offerings. They might place special foods on altars or offer prayers recognizing events symbolized by the foods. The bread and wine used in Christian churches during communion symbolize the sacrifice of Christ's body and blood. Unleavened bread is an important

symbol for Jewish people during Passover, the eight-day festival that commemorates their flight from Egypt. Because the Jews had to leave their homes so quickly, they did not have time to allow their bread to rise.

Fasting, or denying oneself food, has long been a religious custom. Some Christians fast during Lent, a 40-day

period leading up to Easter. Jews fast on Yom Kippur, the Day of Atonement. At one time, Catholics would not eat meat on Friday. Some Catholics still follow this practice.

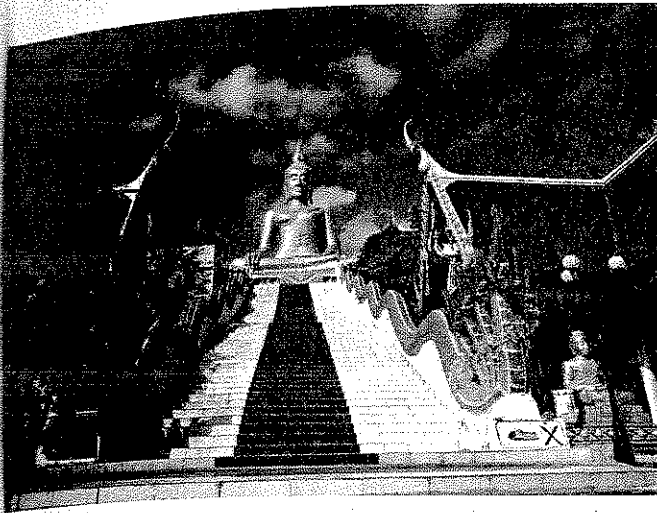
Some early people used food as part of their burial ceremonies. For example, the ancient Egyptians buried food with their dead. The Egyptians believed the deceased needed food for their journey into the next world. Some Shintos, Taoists, and Buddhists still offer food

Good Manners Are Good Business

More and more, business is transacted internationally. Even within the United States, dealing with people from different cultures is common. Make a point of learning about the cultures of your business associates. This will allow you to be sensitive to their cultural differences. Your consideration will have a positive impact on your success in the marketplace.

Think Outside the Box

Have students investigate business etiquette in another culture. Have them give brief oral reports on their findings. Ask students how failing to be sensitive to cultural differences might have a negative impact on business transactions.



1-4 One food custom of many followers of the Buddhist religion is to refrain from eating meat.

and coins at shrines honoring deceased relatives and friends. See 1-4.

Holidays

People of all cultures have special days set aside each year for celebration. Cultural influences on food choices may be most apparent on these days. Holiday celebrations abound with food traditions. Some holiday foods have special symbolism. For instance, heart-shaped chocolates are given on Valentine's Day as a symbol of love. Other holiday foods have simply become part of the customs connected with the celebration. As an example, many people eat corn on the cob and hot dogs on Independence Day.

Social Influences on Food Choices

For many people, preparing and eating food are social activities. Food can bring people together. It brings family members together at the dinner table. It brings friends together at parties and picnics. When guests come to visit, the host usually offers them something to eat or drink. People often transact business over lunch. In each of these situations, food is part of the social interaction.

Strengthening Family Ties

Have each student use the recipes in Part 4, "Foods of the World," to prepare an ethnic meal for his or her family members. The menu chosen should reflect a culture other than the student's own.

Just as food plays a part in social life, social life plays a part in eating habits and food choices. For instance, your family members and friends can affect your meal plans and food preferences. Mass media and current trends may affect your grocery purchases. Are you aware of how these social influences affect the foods you eat?

Q: Isn't fasting a health practice recommended for periodically cleansing the body from the inside out?

A: Health and nutrition experts do not advise depriving your body of nutrients, which is what fasting does. Your liver and digestive system work to remove waste material from your body. Your body does not require any other form of internal cleansing.

Family

Family has a great impact on the foods people eat and how they eat them. For many people, favorite foods are those they grew up eating at home. Foods often play important roles in family traditions and special occasions. Maybe a family night involved spreading a blanket on the living room floor and eating foods picnic-style. Perhaps a special menu was chosen to celebrate family birthdays. Such customs help form a person's preferences and attitudes toward food.

Changing lifestyles have had a tremendous impact on family eating patterns. Your **lifestyle** is the way you usually live. Years ago, many families lived on farms, and their lifestyles focused on daily tasks around the farms. Families tended to be large, and children were viewed as economic assets because they could help with farm tasks.

Family eating patterns at that time often involved eating three meals together each day. Family members used mealtime as a chance to share the day's events and discuss problems.

Enrich

- Have students work in a small group to prepare an oral report about a cultural influence on foods in the United States. Their reports should include the use of visual aids. Each member of the group should be responsible for a different aspect of the report.
- Have students use Chapters 27 through 32 and other resources to investigate holiday traditions in cultures other than their own. Have them share their findings in class.

Reflect

Ask each student to think about his or her favorite holiday. Have students identify what food traditions are part of their families' celebrations of these holidays.

Break It Down

Have students review the meanings of the terms *culture* and *fasting*. Have them answer questions 5-7 under *Review What You Have Read at* the end of the chapter.

FYI

Traditionally, people have fasted as a sign of repentance or mourning. People have also used fasting to help them focus on spiritual rather than physical needs.

Enrich

Ask students to use Chapter 11 to determine ways family members assuming multiple roles can apply food management skills to help balance their busy lifestyles.

Reflect

- Ask students who plans menus, shops for groceries, and prepares foods in their families.
- Ask students what foods their friends have encouraged them to try.

Some families also used this time for spiritual growth. Many of the foods families ate were produced right on the farm. Mothers generally prepared the family meals. Dishes were hearty to provide family members with the fuel they needed to do physical farm work.

Today, relatively few families live on farms. There are more *dual-income families*, or families in which both parents earn a paycheck. Adult family members spend many hours away from home commuting and working. Families are generally smaller, and some parents seem to be more aware of the costs involved in raising children. Lifestyles in many busy households seem to keep everyone running in different directions. Work schedules, after-school activities, and other events keep family members on the go.

Such fast-paced family lifestyles have led to more hectic eating patterns. On average, family members eat fewer meals together. Mothers who work outside the home have less time to cook. Other family members are more likely to share some meal management tasks. However, today's families produce little food, and most people eat fewer home-cooked meals than people in the past. Many meal managers often rely on convenience foods and carryout meals.

Some sociologists feel the move away from daily family meals is unfortunate. When family members do not eat together, they miss an important chance to communicate. Experts who predict trends expect busy lifestyles and current family eating patterns to persist. Nevertheless, a majority of families view family meals as a priority. In the future, family meal managers are likely to continue seeking food products that can be prepared quickly. However, they will try to serve those food items in a family meal setting as often as possible.

Friends

Your friends have an effect on the foods you choose. You may feel a small amount of peer pressure to eat the same foods your friends are eating. **Peer pressure** is influence that comes from people in a person's social group. For instance, suppose you are in a restaurant with friends. If they all order pizza, you are also likely to order pizza even if you would really have preferred a sandwich. See 1-5.

Friends may also encourage you to try new foods or preparation techniques. A friend might persuade you to sample a food such as



Cherry Marketing Institute

1-5 Friends can influence food choices and eating habits.

squid, which might have little appeal to you. A friend might convince someone used to eating buttered vegetables to try a vegetable casserole instead.

Mass Media

Mass media, such as television, radio, magazines, and the Internet, can affect your food choices. The media acquaints you with, reminds you of, and informs you about food products and nutrition issues.

Advertising

A key way the media influence your food choices is through advertising. Advertisements encourage you to try new food products. They also urge you to continue buying products that have been available for years. They do this

Time Management Tip

Have each student make a table listing favorite quick-and-easy main dishes, grain food side dishes, vegetable side dishes, salads, and desserts in separate columns. Have students post their tables in their home kitchens. Family members who help with meal management tasks can use the table to save time when planning menus or putting together last-minute meals.

with a number of techniques. Advertisers may appeal to your curiosity by asking you to try something because it is different. They may appeal to your desire to belong by saying everyone is using the product. They may appeal to your pride by implying the most worthwhile people are those who eat this food. Coupons, rebates, and special offers may also prompt you to use food products.

When you see food advertisements, view them with a critical eye. Try to be aware of how the ad is attempting to sway you. Use the nutrition knowledge you gain in this class to evaluate the advertising message. Does information presented in the ad seem accurate? How would the advertised product help meet your daily food needs? Although an ad can pique your interest in a product, it cannot force you to buy the product. Analyzing food advertisements can help you make wise consumer decisions.

Evaluating Information in the Media

News reports and articles in the media can notify you about health issues related to various food products. The media can warn you to avoid products that are found to be unsafe. The media can also inform you about a new finding of a food's special health properties. Learning this information can help you make wise food purchase decisions.

Although news reports are likely to be more fact-based than advertisements, you still need to view them critically. Many news stories about food and nutrition are missing important pieces of information. This may be due to an oversight if the reporter is not an expert on foods and nutrition. It may be because the media source cannot allow enough time or space for all the details. Perhaps omissions occur because reporters do not think their audiences will understand specific facts and figures.

Whatever the reason, you need to realize the usefulness of a report is limited when key points are missing. In reports on food and nutrition, read or listen for answers to the following questions:

- Who conducted the research? Experts in the field of the research are likely to be most knowledgeable about how to interpret findings.
- Where were the results of the research published? A journal reviewed by professionals in the field of the research has more credibility than a popular magazine.

Be a Clever Consumer

Use advertisements as a resource to help you learn about products. However, be aware of the words advertisers use to persuade you to buy. Words such as *delicious*, *fun*, and *wholesome* are subjective. They have different meanings to different people. You need to evaluate products for yourself to know if they will meet your needs.

- How was the study set up? A valid study needs to be conducted under carefully controlled conditions. Steps must be taken to keep unplanned variables from affecting the outcomes.
- Who funded the research? You may have reason to be more skeptical if the funding party stands

to gain financially from the findings.

- How many people did the researchers study? A study that involves a large group of subjects may be more relevant than one that involves a small group.
- Were the results of this study similar to the results of other studies? Findings are more significant when they match those of a number of research teams. See 1-6.



Agricultural Research Service, USDA

1-6 Researchers compare their study results with those of other scientists to help prove or disprove their theories.

Discuss

Ask students which advertising techniques they feel are most effective in convincing people to buy food products. Have students explain why they feel these techniques are effective.

Resources

Advertising Analysis, Activity B, SAG. Use the activity to help students identify the types of techniques used to persuade people to buy advertised foods.

Reflect

Ask students how mass media has affected their food habits.

Think Outside the Box

Ask students what other subjective words advertisers use to persuade people to buy products. Have them use some of these words to write ad copy for hypothetical food products. Offer extra credit for students who prepare videotapes of simulated TV commercials using the ad copy they have written.

Activities

- Have each student find a recent newspaper or magazine article about a food or nutrition issue to share with the class.
- Have students go to the library to find the names of two professional journals and two popular magazines that might report information about food and nutrition.

Enrich

Have each student visit the Web site of an educational institution, government agency, or professional organization that has food and nutrition information. Then have students visit Web sites of commercial groups related to the food industry. Ask students to compare the types of information available from the two sites.

- How much of the food or nutrient needs to be consumed to experience the benefit or harmful effect? Quantities should resemble what people might normally be expected to consume. Findings are less useful when they are based on very large quantities.
- How often does the food or nutrient need to be consumed? Like the quantity, the frequency of consumption should be realistic.
- Do the beneficial or harmful effects of the food or nutrient build with repeated consumption? This indicates the degree to which the research findings might affect established eating habits.
- Does the food or nutrient have different effects on certain groups of people, such as children or pregnant women? This indicates how much bearing the research has for you and your family members.

Answers to these questions can help you evaluate the information you receive through the media. These answers distinguish a merely interesting story from one that can help you make more healthful food choices.

One other tip applies to food and nutrition information that is available over the Internet. The end of a Web site address gives you a clue about the source of the information. Web sites that end in *.edu* are those of educational institutions. A government agency site ends in *.gov*, and a professional organization site ends in *.org*. These may be the most reliable resources when you are researching a topic. Web site addresses that end in *.com* are sponsored by commercial groups. These sites may provide a wealth of helpful information. However, keep in mind that they exist mainly as a way to promote products.

Food Fads and Fallacies

Incomplete or inaccurate information through the media may be behind many food fads and fallacies. A **fad** is a practice that is very popular for a short time. A **fallacy** is a mistaken belief. Many food fads and fallacies are related to nutrition, weight loss, and food safety issues. See 1-7.

Some food fads can be harmful to health. For instance, adding raw eggs to milk shakes was a fad among body builders. This fad was based on the fallacy that raw eggs are a superior source of protein for building muscles. The truth is, some raw eggs are contaminated with bacteria that can cause illness. Therefore,

eating raw eggs is risky. Cooking eggs will not decrease the quality of the protein, but it will kill harmful bacteria.

Some food fads are not dangerous, but they can lead to disappointment when they do not produce promised results. One such fad that was popular among women was adding gelatin to the diet. This practice was based on the fallacy that gelatin makes fingernails grow better. The truth is, gelatin is a source of protein, which is a main component of fingernails. A diet low in protein may result in weak fingernails. However, most women in the United States consume more than enough protein. Weak fingernails are more likely the result of exposure to water, dry weather, or harsh cleaning agents. Gelatin has not been shown to strengthen weak fingernails.

Before jumping on the bandwagon to try a new trend, find out the facts. Take a little time to research the information on which the fad is based. The time you invest may end up saving you money and possible harm.

Food Product Trends

Consumer demand drives trends for new products in the marketplace. In turn, what products are available influences your consumer choices. When it comes to food products, consumers demand three main qualities. They want foods that are healthful, convenient, and great tasting.

Health

Consumers are becoming increasingly aware of the impact food can have on their health. They are looking for foods that will help them lose excess weight or keep them from gaining it. Consumers are seeking products that will reduce their risks of cancer, high blood pressure, and heart disease.

This consumer concern for health has fueled the trend for functional food products. **Functional foods** are foods that provide health benefits beyond the nutrients they contain. Some new food products contain ingredients that give the products certain healthful qualities. For instance, some cereals are made with added fiber to promote heart health.

Many consumers are making more of an effort to read food labels, 1-8. They are using label information to help them choose foods that will meet their goals for good health. This is driving a trend for manufacturers to change the recipes for some food products. Manufacturers

Community Interaction

Ask students what food and nutrition Web sites they have visited that they have found to be especially helpful. Have students visit sites suggested by their classmates and rate them for reliability and accuracy. Have students compile their ratings and put together a list of the top 10 sites. The list should include the address, name of the sponsoring organization, and a brief description of each site. Print the list and make it available to members of the community who attend school events.

Food Fallacies and Facts

Fallacy: Eating at night causes more weight gain than eating during the day.

Fact: The time at which a person eats does not affect weight. To avoid gaining weight from excess body fat, the key is to eat no more calories each day than the body needs.

Fallacy: If it tastes good, it must be bad for you.

Fact: Breads, lean meats, and fruits are among the best-liked foods according to surveys. These are all healthful sources of nutrients that should be part of the daily diet. Sweets and high-fat snack foods should be used sparingly because they contribute many calories and few nutrients. However, they are not “bad,” and they do not have to be avoided completely. In fact, studies show that occasionally including such foods in the diet has no negative effects on health.

Fallacy: No fat means no flavor.

Fact: Fats do contribute to the tastes of foods. However, many foods are deliciously flavored with spices and seasonings, which contribute no fat or calories.

Fallacy: Healthful foods take much time and effort to prepare.

Fact: Pasta, whole grain breads, fruits and vegetables, and lean meats and poultry can be prepared quickly and easily. Many canned and frozen convenience products that are designed to ease preparation have excellent nutritional value.

Fallacy: Organic fruits and vegetables are free from pesticides and, therefore, do not need to be washed.

Fact: Organic fruits and vegetables are grown without chemical pesticides. However, organic farmers are permitted to use certain natural pesticide agents. Like all other produce, organic items need to be washed to remove any soil and insect particles that may be present.

1-7 Knowing the facts can help you identify food fallacies when you hear them.

are working to reduce the amounts of fats, sugars, and salt that appear on food labels. For instance, some manufacturers are cutting the amount of sugar in cereals that appeal to children. The manufacturers know this will make their products more attractive to parents.

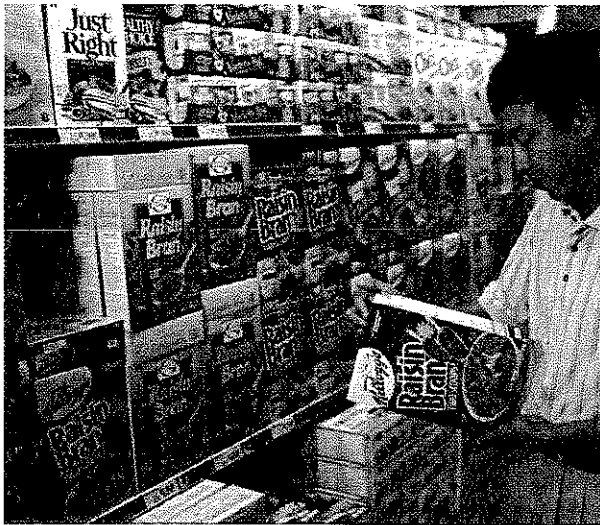
More and more consumers are looking for organic products. Many people think organic foods are better for them than other foods. Research does not support this belief. However, manufacturers are happy to bring out more organic products to sell to this growing market.

In keeping with the focus on health, consumers have embraced a few key weight-loss diets. A trend related to this is the linking of food products with these diets. Some product labels now claim that foods are approved by the creators of certain diet plans. People following a particular diet plan may be more likely to buy products linked with their plan. Other consumers are also likely to connect these products with goals for a healthy weight.

Convenience

Many consumers say they want to do more cooking at home. However, they do not have a

lot of time to spend on food preparation. Therefore, convenience is key to the success of new food products. One-dish meal products



USDA

1-8 Reading labels can help consumers make the most healthful choices when shopping for foods.

Online Resource

Have each student navigate the Web site for *Prepared Foods Magazine* at preparedfoods.com to find out about a food product that was recently introduced to the market. Ask students to prepare brief oral presentations describing their products and explaining how they illustrate current food product trends.

Reflect

● Ask students what food fallacies they have heard. Ask them if they have ever tried a food fad.

● Have each student make a list of his or her five favorite foods. Ask students to think about when they first started eating each of the foods on their lists.

Break It Down

Have students review the meanings of the terms *lifestyle*, *peer pressure*, *fad*, *fallacy*, and *functional food*. Have them answer questions 8–12 under *Review What You Have Read* and complete activity 2 under *Build Your Basic Skills* at the end of the chapter.

Example...

For example... the psychological influence of food is a growing trend. People call it "cuisine." Consumers are concerned about more than the food products they buy. They are also concerned about how manufacturers treat employees, handle claims against their products, and work to protect the environment.

Reflect

Ask students what foods they enjoy cooking. Ask when students like to prepare these foods.

Resources

- *The Roles Foods Play*, transparency master 1-1, TR. Use the master as you review the historical, physical, cultural, social, and psychological significance of foods.
- *Your Food Habits*, Activity C, SAG. Have students use the activity to identify some of their food habits.

Break It Down

Have students answer question 13 under *Review What You Have Read* and complete activity 2 under *Build Your Thinking Skills* at the end of the chapter.

have become popular because they reduce the need to spend time preparing side dishes. A number of products have also been introduced to help make tasks easier for home bakers.


Many foods need to be easy to eat as well as easy to prepare. Meals are often eaten on the go, so consumers are looking for foods that are portable. Single servings and packages that prevent spilling are product trends that address this need. Meal shakes that allow consumers to drink breakfast or lunch on the job have also become common.

Great Taste

Consumers are not willing to give up taste for health or convenience. Food manufacturers cannot cheat on taste appeal when creating new products.

One area where this fact is clear is in the ethnic food market. Italian is the most popular ethnic cuisine. However, many consumers are no longer happy with standard Italian foods. It seems consumers are forming more refined tastes. They want ethnic foods that taste authentic. This has led to a growing trend of products that reflect specific regions of Italy. Other cuisines that are on the rise include Turkish and Moroccan.

The desire for great taste is also seen in the appeal of specialty foods, such as fancy desserts. Many consumers have sophisticated tastes. They are willing to pay high prices for flavorful products made with the finest ingredients.



Psychological Influences on Food Choices

People prepare food and eat meals for many psychological reasons. Food can satisfy certain emotional needs. Babies learn to connect food with the warmth and security provided by the people who feed them. Children associate foods with pleasurable experiences, such as cake with birthday parties and popcorn with movies. Adults associate food with times of happiness and security, such as turkey with a family Thanksgiving gathering. Pleasant experiences may cause you to like certain foods. Unhappy

experiences may cause you to dislike certain foods.

Children may eat in a certain way because of examples set by family members or friends. If a parent dislikes a food, a child may also claim to dislike it without even trying it. Younger brothers and sisters often follow the examples of older siblings. Have you ever thought you may be influencing others by the way you eat?

Emotions may also cause undereating and overeating. Some underweight people may not eat because of sadness, loneliness, or a deep emotional shock. Some overweight people may find comfort in foods they like. Food psychologically makes up for anger, frustration, or feelings of inadequacy in certain people.

Most people find eating psychologically satisfying. See 1-9. Food appeals to the senses of sight, taste, and smell. It also appeals to people's need for social contact. Enjoying the appearance, flavors, and aromas of a meal in the company of others is a psychologically pleasing experience.

Preparing food can be as satisfying as eating it. Cooking a meal that tastes good and looks attractive can give a person a psychological lift. It can also serve as a creative outlet. Perhaps you have made cookies or baked bread just for a change of pace from your daily activities. Praise for creative cooking can give a boost to the ego. The cook who receives praise for a beautifully prepared dish feels a sense of pride and self-esteem.



Factors That Affect the Food Supply

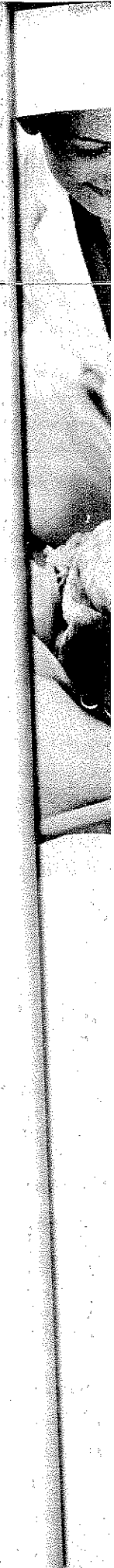
Many factors affect the supply of foods from which you can choose when you go to the store. These factors include regional agriculture and the environment. The government, economics, and technology also play roles in food choices.

Agriculture and the Environment

Agriculture is the use of knowledge and skill to tend soil, grow crops, and raise livestock. Successful agriculture requires a suitable

Interdisciplinary Connection

Invite a psychology or behavioral science teacher to give students a brief overview of research methods used in the field of psychology. Ask the teacher to discuss the basics of such techniques as naturalistic observation, interview, and survey by random sampling. Work with the teacher to help students develop a research project about psychological influences on food choices.





1-9 From the time they are born, most people find eating to be a psychologically pleasing experience.

environment. **Environment** refers to such factors as air, water, soil, mineral resources, plants, and animals. The interrelations among these factors ultimately affect the survival of life on earth. Livestock need supplies of food and water. Food crops require the right air temperatures, adequate water, and fertile soil to grow. The specific requirements vary from one type of plant to another. This is why certain crops grow better in some regions than in others.

In the United States, regional agriculture does not affect the availability of foods as much as it affects their costs. This is because foods are routinely shipped from one region to another. You can easily obtain foods even if they do not grow well in your local environment.

Interdisciplinary Connections

Coordinate your teaching of this material with the agriculture department. You might focus on how the availability of agricultural products affects consumer prices at the supermarket. An agriculture teacher might address factors that affect the prices farmers are able to get for their products on the commodities market.

However, you may have to pay more for them due to transportation costs. The environment also affects food costs when severe weather damages crops. The resulting shortages cause prices to rise.

In some areas of the world, the regional nature of agriculture limits food choices. In these areas, the equipment needed to preserve and ship food from one region to another may not be available. People may not be able to afford food with added transportation costs. Therefore, people's food choices are restricted to crops and livestock that are produced locally.

Just as the environment can affect crop growth, crop growth can affect the environment. Soil that is overworked by farmers can lose its ability to support crops in the future. Watering crops can strain water reserves in areas where there is not enough rain to sustain plant growth. In addition, chemicals used in farming sometimes get into water supplies. Tainted water affects the plants and animals that live in and around it. See 1-10.

Government

The government has a large impact on the food supply. Laws govern the way foods are grown, processed, packaged, and labeled. Government policies affect foods exported to and imported from other countries.



Agricultural Research Service, USDA

1-10 Farmers must use responsible techniques when planting, cultivating, and harvesting their crops in order to sustain the environment.

Resource

Influences on the Food Supply, color transparency CT-1, TR. Use the transparency to introduce students to the various factors that affect the food supply.

Discuss

Ask students what crops grow well in your region of the country.

Enrich

Have students debate the statement "The government has too much control over the food supply."

Integrating Math Concepts

Many restaurants and food manufacturers estimate the cost of the ingredients equals about 40 percent of the price of a food product. The remaining 60 percent of the product price covers such costs as labor, facilities and equipment, license fees, utility bills, transportation, and advertising. Have each student use this information to make a poster showing the calculated food cost and "other" cost of five food products.

FYI

The USDA also conducts nutrition research and educates the public about nutrition. Additional responsibilities of the FDA include setting standards for food composition.

Activity

Encourage students to visit a food store in an ethnic neighborhood. Note what products are available that might not be carried in stores everywhere.

For Example...

Factors other than poverty that contribute to world hunger include overpopulation, natural disasters, government policies, and culture.

Resource

Poverty and World Hunger, reproducible master 1-4, TR. After reading the handout, have students plan a world hunger awareness week in your school. They should plan daily activities to inform other students about the problem and ways they can become involved in programs targeted at alleviating the problem.

Two key federal agencies oversee the food supply in the United States. The **United States Department of Agriculture (USDA)** enforces standards for the quality and wholesomeness of meat, poultry, and eggs. The **Food and Drug Administration (FDA)** ensures the safety and wholesomeness of all other foods. The FDA inspects food processing plants, too. These agencies are responsible only for foods shipped across state lines. Foods sold within the state in which they are produced are controlled by state agencies.

Economics

Economics has a great effect on the food supply. A basic economic concept is the *law of supply and demand*. This means if consumers are willing to pay for a product, producers will provide it. An example of this is a food store in an ethnic neighborhood. Some people in this neighborhood will probably want to buy certain ingredients needed to make ethnic dishes. Therefore, the manager of the neighborhood store will stock these ingredients. In another neighborhood where the people are of a different ethnic group, these ingredients may not be in demand. Stores in this neighborhood are less likely to carry these items.

Consumer demand for some food products affects much more than local stores. Some foods, such as coffee, sugar, and cacao beans (used to make chocolate) are grown in faraway places. Many of the countries where these foods are grown have large populations of poor people. These people often have trouble getting enough food to feed themselves and their families. However, land that might be used to grow nourishing grains and legumes is instead used to raise crops for export. The money made from the exported crops often goes to wealthy landowners. The poor farmers who grow the crops do not earn enough to lift themselves out of poverty. In this way, food choices made by

consumers in the United States can have an impact on world hunger.

Many other factors affect the problem of world hunger. People with little money cannot afford to buy quality seeds to grow hearty crops. They are not able to purchase fertilizers and pesticides that will increase the size of their harvests either. They do not own modern farm equipment. They cannot pay for training to learn

more productive farming techniques. Without access to education, poor farmers may be unaware that some farming methods can harm the environment. Practicing these farming methods may lead to shrinking crop yields. All these factors work together to limit the amount of food poor people can produce.

A number of organizations are working to deal with world hunger. These organizations want to make an adequate supply of safe and nutritious food available to every person on

earth. However, the hunger problem is widespread and complex. Many factors affect the degree to which hunger-relief organizations can meet their goals. See 1-11.

Technology

Researchers are using the latest technology to expand the food supply. **Technology** is the use of knowledge to develop improved methods for doing tasks. Food scientists and technologists are applying what they know to change the composition of certain foods. They are also trying to improve crop yields and ensure the safety of foods.

Nutrient Content

Food technologists are using their expertise to affect the nutrient content of the food supply. They are developing foods that have less of some components and more of others.

For years, consumers have demanded food products that help them meet their goals for

Healthy Living

Good nutrition is important to the healing process when you have been sick. However, if you have been vomiting, do not eat your favorite foods until you are feeling better. This will help you avoid associating these foods with illness. Such an association can make the foods less appealing to you.

This guideline is especially important for people who have chronic illnesses. Cancer patients undergoing chemotherapy and people with AIDS often lose their appetites. However, these people need to maintain healthy weights to help them fight their diseases. Keeping up the appeal of favorite foods can make this task easier.

Think Outside the Box

Ask students what foods they find easiest and most difficult to eat when they are not feeling well. Discuss the importance of good nutrition to the healing process. Refer to the table in Chapter 4 on medical nutrition therapies. Ask students how they might apply some of the recommended therapies when they experience common ailments.

slender bodies. More recently, consumers have also become concerned about health issues linked with fat in foods. These consumer factors have created an almost endless market for food products with less sugar and fat.

Food scientists have responded to this market demand. After years of work, they have developed some widely used sugar substitutes called **artificial sweeteners**. These are products that sweeten foods without providing the calories of sugar. Artificial sweeteners include aspartame, acesulfame K, sucralose, and saccharin. These products are used in many sugar-free foods and beverages. They are also sold for home use.

Through much research, food scientists have developed a number of **fat replacers**. These are products that cut the amount of fat in foods while keeping the flavors and textures fat provides. Some fat replacers are based on

carbohydrates, such as grains and starches. Others are based on proteins, such as egg whites or whey protein from milk.

Olestra is a fat replacer made from vegetable oils and sugar. Olestra has no calories because it is specially processed to pass through the body without being digested. Many fat replacers can be used in chilled products, such as salad dressings and ice cream. Some can also be used in baked goods. However, olestra is one of the few fat replacers that can be used for frying. This allows it to be used in snack foods, such as chips and crackers. Olestra has been found to cause digestive problems in some people. Olestra also keeps the body from absorbing some vitamins. To address this concern, vitamins A, D, E, and K are added to products made with olestra.

Another effort to improve the nutritional value of the food supply involves developing

Activity

Have each student visit one of the Web sites listed in Figure 1-11 or the Web site of another hunger-relief organization. Ask each student to share one fact about world hunger or hunger relief he or she learned from visiting the site.

Resource

"Light" Product Comparison, reproducible master 1-5, TR. Have students compare samples of foods in their regular and sugar-free or fat-free versions. Then discuss how the consumer demand for reduced-calorie food products has led food technologists to develop an increased number of "light" product options.

Food Science

Have students prepare two batches of a basic vanilla drop cookie recipe. Have them make one batch using sugar, as directed by the recipe. Have them make the second batch using an appropriate amount of artificial sweetener in place of the sugar. Have students compare the flavor, texture, and appearance of the two batches of cookies. Discuss the functions of sugar in baked goods that cannot be matched by artificial sweeteners.

For Example...

Fat replacers include Simplese® and Oatrim. Simplese® is used in ice cream and dips. Oatrim helps lower the fat content in some baked goods, frostings, and candies.

Hunger-Relief Organizations

Bread for the World
50 F Street, NW
Suite 500
Washington, DC 20001
(800) 82-BREAD
www.bread.org

Heifer Project International
P.O. Box 8058
Little Rock, AR 72203
(800) 422-0474
www.heifer.org

OXFAM America
26 West Street
Boston, MA 02111-1206
(800) 77-OXFAM
www.oxfamamerica.org

United Nations International Children's Emergency Fund (UNICEF)
3 United Nations Plaza
New York, NY 10017-4414
(212) 326-7000
www.unicef.org



Heifer Project International

Plowing with a water buffalo from an international relief organization will allow this child's family to obtain higher crop yields. The buffalo also provides the family with nutritious milk.

1-11 Organizations such as these are actively working to find permanent solutions to hunger problems throughout the world.

Online Resource

Have students visit the Institute of Food Technologists Web site at ift.org. Ask each student to investigate a topic related to improving the nutrient content, availability, or safety of the food supply. Have students summarize their findings in written reports.

Discuss

Ask students why technology will never be able to fully ensure the safety of the food supply. (Most food contamination is the result of improper handling by restaurants, institutions, and consumers.)

Resource

The Food Supply, Activity D, SAG. Students are to identify which factors that affect the food supply are represented by given statements.

Break It Down

Have students review the meanings of the terms *agriculture*, *environment*, *United States Department of Agriculture (USDA)*, *Food and Drug Administration (FDA)*, *technology*, *artificial sweetener*, and *fat replacer*. Have them answer questions 14–16 under *Review What You Have Read* and complete activity 3 under *Build Your Thinking Skills* at the end of the chapter.

Q: Can't I eat as much of a food as I want as long as it's fat free?

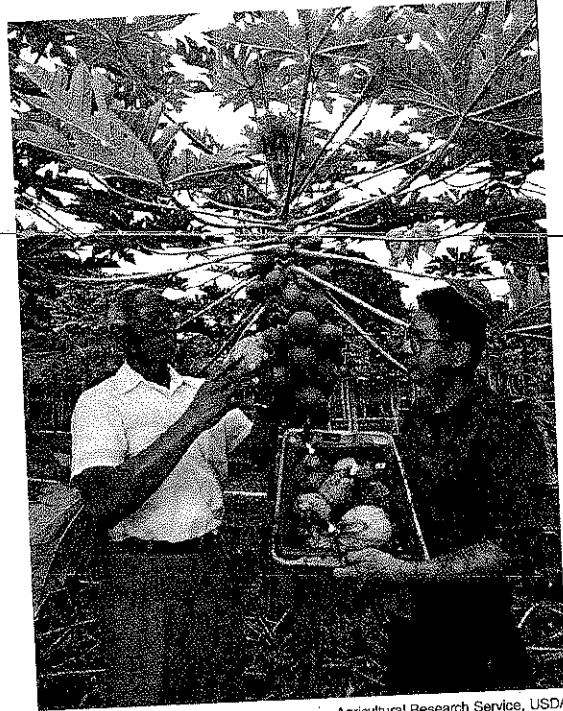
A: You need to choose sensible amounts of all foods and food components. Some fat free products contain extra sugar to help offset flavor and texture differences caused by the lack of fat. These foods may provide as many calories and more sugar than their full-fat counterparts.

crops that are more nutrient rich. Technology is being used to grow grains that are higher in protein. Fruits and vegetables are also being altered. Researchers are finding ways to increase the vitamin and mineral content of these foods.

Availability

Throughout the world, most of the land that can sustain crops is already being farmed. Researchers are studying ways to increase the amount of crops a given piece of land can produce. They are concerned with finding ways to feed the growing number of people on earth. They are also worried about placing added strain on the planet's limited resources.

Food technologists are developing plants that can resist diseases and pests that destroy crops. They are studying plants that grow larger and faster so more food can be produced in less time. Technologists are also growing species of plants that can withstand less favorable environments. All these efforts will help increase the food supply to better meet future needs. See 1-12.



Agricultural Research Service, USDA

1-12 These scientists are studying ways to control insects that attack papayas.

Safety

The safety of the food supply is another issue that has attracted the interest of food technologists. Each year, millions of people get sick because of something in the food they ate. Researchers are trying to develop foods that are less likely to transmit diseases. They are working to improve packaging so foods will stay safer longer. They are also developing new preservation methods. Through these efforts, scientists hope to create a safer food supply.

Online Resource

Have students visit the USDA Agricultural Research Service Web site at ars.usda.gov. Have them look for information on current research to improve crop and food animal production. Ask them to share their findings in poster reports.

How Food Affects Life

Summary

In prehistoric ages, people viewed food solely as a means of survival. Early peoples spent most of their time and energy hunting and gathering food. As time passed, people learned to herd and farm. As food resources became more plentiful, people could spend more time in other pursuits. With the development of a more stable food supply came the development of civilization.

You can use the decision-making process to make choices about the foods you eat. Sometimes you will choose foods to relieve hunger. However, your food choices can also affect your state of wellness.

Many factors influence the foods you eat and how you eat them. Cultural factors like national origin, religion, and holidays may affect your food choices. Social factors such as family, friends, mass media, and food product trends also have an impact. Even psychological factors like past events and emotions play a role in your food habits.

A number of factors affect the foods you can buy in the marketplace. The environment affects regional agriculture. Government agencies set guidelines and inspect facilities to be sure foods are safe and wholesome. The economic law of supply and demand directs managers to stock certain products in food stores. Technology influences the nutrient content, availability, and safety of the food supply.

Review What You Have Read

Write your answers on a separate sheet of paper.

1. How did early peoples eat food?
2. What are the five steps of the decision-making process?
3. What is the difference between hunger and appetite?
4. How can food help a person manage stress?

5. The customs and beliefs of a racial, religious, or social group form the group's _____.
6. True or false. Foods of Mexican and Spanish origin are found in the West and Southwest regions of the United States.
7. Give two examples of religious customs regarding food.
8. What are two ways in which family eating patterns differ between farm families of the past and most families today?
9. True or false. Friends can encourage people to try new foods and preparation techniques.
10. Describe two techniques advertisers use to encourage people to buy food products.
11. What are five questions to ask when reading or listening to media reports on foods and nutrition?
12. List two consumer demands that are influencing food product trends and consumer choices in the United States.
13. How can food satisfy some emotional needs of a baby?
14. How does regional agriculture affect the food supply in the United States?
15. What are two key federal agencies that oversee the food supply in the United States?
16. What are two ways researchers are working to increase the availability of the food supply?

Build Your Basic Skills

1. **History/writing.** Research the types of tools used by prehistoric people. Write a report describing some of these tools and noting which ones were used to hunt and prepare foods.
2. **Verbal.** Talk with your grandparents or senior citizens in your community about family food customs they followed as children. Discuss how their family's food customs differed from those of your family.

Resources

- *Chapter 1 Study Sheet*, reproducible master 1-6, TR. Have students complete the statements as they read the chapter.
- **Chapter Review Games CD.** Have students play the chapter review game according to the instructions that appear on the screen.

Career Path

Have students reread the career descriptions of a food historian and a food photographer that appear at the beginning of the chapter. Ask students why people working in these occupations might need skill in applying technology to specific tasks.

Build Your Thinking Skills

1. **Determine.** Make a list of all the decisions you make about food in one day. See if you can determine when you have used the steps of the decision-making process.
2. **Analyze.** Analyze food customs in your community. Make a list of cultural, social, and psychological influences that affect the foods available in local restaurants and supermarkets. Compile your list with those of your classmates to prepare a bulletin board about food customs in your community.
3. **Debate.** Participate in a class debate on the advantages and disadvantages of a technological development in the area of foods and nutrition. Conduct research to help support the arguments of your debate team.

Apply Technology

1. Work with a small group of students to write and videotape a commercial for a hypothetical food product. The ad should include nutritional claims about the product. Show your tape in class and ask your classmates to critique the advertising appeal and the information presented.
2. Use the Tufts Nutrition Navigator Web site, navigator.tufts.edu, to find an archived news report on a food or nutrition topic of interest. Evaluate the report using the questions listed on pages 23-24.

Using Workplace Skills

Heldia is a food technologist at Frozen Fresh, Inc. She is helping to develop and test a new line of high-fiber, lowfat frozen entrees. So far, the development process has been discouraging. All the entrées Heldia has tested have an off flavor.

To be an effective worker, Heldia needs skill in applying technology to specific tasks. In a small group, answer the following questions about Heldia's need for and use of this skill:

- A. What questions about the frozen entrées might Heldia try to answer using her skill in applying technology?
- B. How will Heldia's skill in applying technology affect Frozen Fresh, Inc.?
- C. How will Heldia's skill in applying technology affect consumers?
- D. What is another skill Heldia would need in this job? Briefly explain why this skill would be important.

Answer Key for Review What You Have Read questions

1. raw
2. (1) State the decision to be made. (2) List your alternatives. (3) Weigh the pros and cons of each alternative. (4) Make a decision and act on it. (5) Evaluate your decision.
3. Hunger is the physical need for food. Appetite is a psychological desire to eat.
4. Careful food choices can help prevent illness, which is a source of stress. Eating well can also provide the strength to face stressful situations when they arise.
5. culture
6. true
7. (List two. Student response.)
8. (List two:) number of meals eaten together, where foods are obtained, who prepares food, types of foods eaten
9. true
10. (Describe two:) appeal to your curiosity; appeal to your desire to belong; appeal to your pride; offer coupons, rebates, and special promotions
11. (List five. Student response. See text pages 23-24.)
12. (List two:) health, great taste, convenience
13. Babies learn to connect food with warmth and security.
14. Foods shipped from one region to another may cost more due to transportation costs.
15. the United States Department of Agriculture (USDA) and the Food and Drug Administration (FDA)
16. (List two:) developing plants that can resist diseases and pests that destroy crops, studying plants that grow larger and faster so more food can be produced in less time, growing species of plants that can withstand less favorable environments