

A complete health and family management course for the Caribbean

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Caribbean

**BOOK
3**

HOME Economics

IN ACTION

**FOURTH
EDITION**

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3

HOME Economics IN ACTION

FOURTH
EDITION

A complete health & family management course
for the Caribbean

Caribbean Association of Home Economists

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ISBN: 978 1 3983 3595 0

© Caribbean Association of Home Economists 2024

First published in 1983

Second edition published in 1992

Third edition published in 2002

This edition published in 2024 by

Hodder Education,
An Hachette UK Company
Carmelite House
50 Victoria Embankment
London EC4Y 0DZ
www.hoddereducation.com

Impression number 10 9 8 7 6 5 4 3 2

Year 2026 2025 2024

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Cover photo © Monkey Business – stock.adobe.com; © Cristiano Babini; © Fxquadro – stock.adobe.com

Illustrations by Stéphan Theron and Vian Oelofsen

Typeset in 12pt Helvetica Neue

Printed by CPI Group UK

A catalogue record for this title is available from the British Library.



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About the series

Caribbean Home Economics in Action: A complete health and family management course for the Caribbean is designed and developed by Caribbean authors for Caribbean secondary school students. This three-book course has a long history in the region and resulted from collaboration between the Caribbean Association of Home Economists and the Toronto Home Economics Association. The funding for the initial research, writing, editing and preparation of graphic material, all of which took place in the Caribbean, was granted by the Canadian International Development Agency.

Background for the writing was developed in a research project on Caribbean Lifestyle designed by members of the Caribbean Association of Home Economists and the Toronto Home Economics Association. Investigation was carried out in the territories by members of the Caribbean Association of Home Economists. The Caribbean Examinations Council Secondary Education Certificate Home Economics Syllabuses were used as a basis for the subject matter covered.

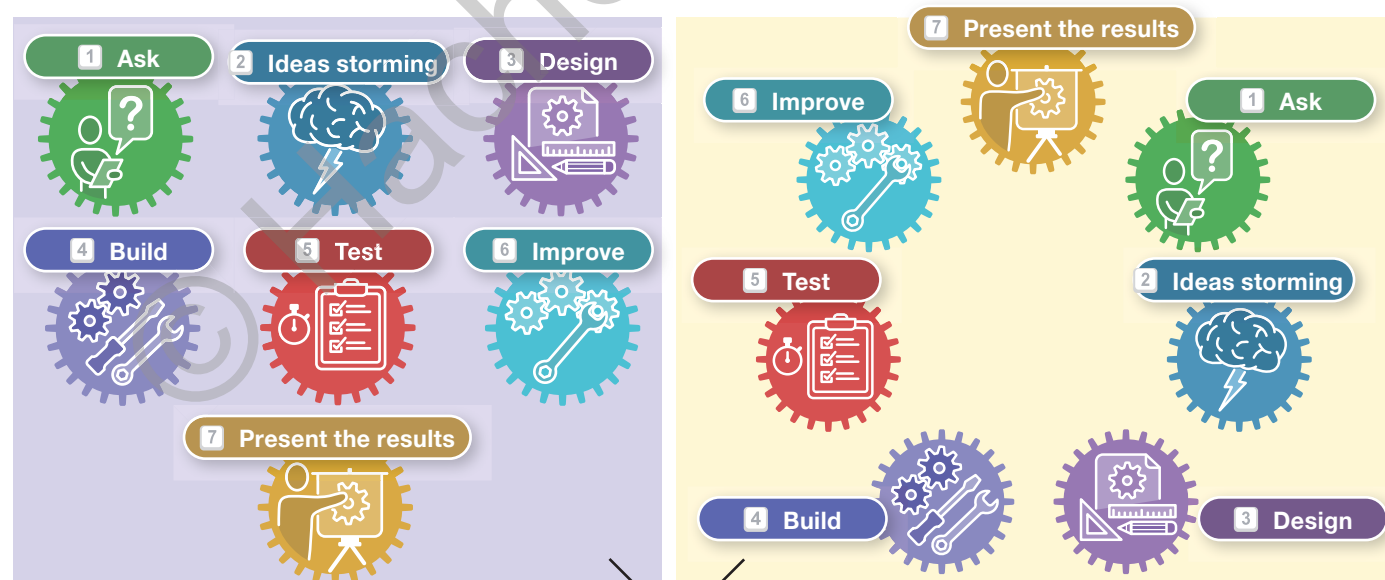
It was the objective of the Caribbean Association of Home Economists that the books' content be valuable for both classroom use and for student, teacher and home reference. It is hoped that individuals using the materials throughout the territories will be the best judges as to which segments will be used for each purpose. To that end, each segment has been revised to meet the evolving needs of the Caribbean student taking into consideration the 21st century learning environment and STEM integration.

It is hoped that *Caribbean Home Economics in Action: A complete health and family management course for the Caribbean* will find its way into the hearts of every Caribbean student in every Caribbean home.

How to use this series

In its fourth edition, this textbook remains a foundation course for the Caribbean Examinations Council Secondary Education Certificate in the three areas of Home Economics. The course is therefore written for the junior secondary student and is spread over the three books in the series. Process is the main feature that distinguishes these texts from many other Home Economics texts. The books illuminate how families deal with issues that affect them.

The substance of the text has not changed. However, the Caribbean Association of Home Economists is aware that Home Economics Education in the Caribbean is changing. Similarly, the Home Economics curriculum is focusing on developing critical thinking skills and learning about the application of technology. The book has therefore been thoroughly updated with the inclusion of current practices, materials, and features designed to enhance student learning and understanding.



A guided approach to the application of the design process in each area of Home Economics is used to build students' confidence as they progress from apprehension about critical thinking and problem-solving processes to the mastery and autonomous thinking, which will aid in finding solutions to the challenges faced by the Caribbean.

Chapters open with objectives to stimulate student interest and focus attention on important chapter content



Wherever possible the content is differentiated to make it more student-friendly.

In this chapter, you will:

- * describe the changes that adolescents undergo
- * suggest how parents and other support groups can help during this phase
- * discuss strategies to deal with conflicts
- * outline common concerns of adolescents
- * explain different methods of contraception
- * identify skills that prepare you for work
- * evaluate the benefits of recreation and entertaining.

Activities, which are placed in focus boxes throughout each chapter, allow students to put theory into practice. The critical thinking element of the activities allows students to apply the information they have learnt to practical situations.

ACTIVITIES

Identifying conflict

The leadership of your school has started a multi-phase competition for a conflict resolution campaign that will be implemented in the institution. In the first phase, competitors are invited to find creative ways to help people assess when they are really in a conflict situation.

You and a group of friends have decided to enter the competition.

- 1 Use a search engine to find the features of a conflict.
- 2 Use the features of a conflict to create a sequence of memes that will help students to recognise when a situation has reached conflict proportions.

Questions are placed at the end of each chapter to encourage students to probe into the chapter content, making connections and gaining insights. They also provide excellent review for examinations. Book 3 contains a variety of questions, which cover the whole course. The questions, which include matching, true/false, multiple choice, cloze passage, short answer, case study and structured essay, cater for the needs of different abilities.

What have I learnt?

Multiple choice questions

Select the letter that corresponds with your answer.

- 1 Which of the following BEST defines the term 'identity'?
 - A When you look at someone else
 - B A sense of oneself as a unique person
 - C A sense of someone else
 - D Your buddy
- 2 What is the range of adolescence?
 - A 31–39
 - B 51–59
 - C 10–19
 - D 21–29

Glossary

absorption the process by which digested food moves through the walls of the digestive tract into the bloodstream

addiction physical and psychological dependence on a drug

adolescent a teenager changing from child to adult

angina pains in the chest and left arm, caused by blockage in the coronary arteries

Throughout each chapter there are red boldfaced key concepts, which are also defined in the comprehensive glossary of key terms at the end of the book.

Appendix 1 Weights and measures

In this book, quantities and measurements have been given in both metric and imperial. An exact conversion does not usually give convenient working amounts, so we have rounded off the metric measures into units of 25 grams. Do not mix metric and imperial in the same recipe.

The tables below show the recommended equivalents between metric, imperial and American/Canadian (not British) standard measuring cups and spoons.

Weights and equivalent measures

METRIC	IMPERIAL	CUPS OF FAT	CUPS OF FLOUR	CUPS/SPOONS OF SUGAR
1 kg	36 oz (2 lb 4 oz)			
560 g				2 1/4 cups (brown)
500 g	18 oz (1 lb 2 oz)			2 cups (granulated)
450 g	16 oz (1 lb)	2 cups		

As before, there are appendices at the end of the books. New appendices in this edition include: types of glassware, fashion silhouettes and recommended dietary allowances.

I would like to emphasise that it remains the objective of the Caribbean Association of Home Economists that the books be useful for the classroom, for the students, the teacher and for home reference.

As always, we welcome comments from users of these books.

Antonia Coward

Series Editor

Section 1 The design process



Mastering the design process

By now it should be second nature to apply the design process or parts of it whenever you encounter a challenge. In this book, you are expected to continue using the design process to find creative solutions or improve on existing ones for the scenarios presented. Much of this will be self-directed and it is fine if you need to look back on your notes from previous years or use other resources such as the internet to refresh your memory of the steps involved.

As you work through the chapters and activities in this, Book 3, have fun, be creative, collaborate with your classmates and write down those ideas that could make you one of the celebrated entrepreneurs of the future!

Mastering the design process



Figure 1 Mastering the design process

In this chapter, you will:

- * identify related needs/problems that can be addressed using the design process
- * identify innovative ways to address the needs/problems identified
- * appreciate the relationship between innovation and entrepreneurship.

WHO EXACTLY IS AN ENTREPRENEUR?

Are all business owners entrepreneurs? Before you respond, look at the business ideas of the people below:

- Jessica Matthews – CEO of Uncharted Power
- Ashifi Gogo – CEO of Sproxil
- Monique Powell – Owner of Quickcart
- Kerron Modeste – Owner of Modeste Home Growers Company
- Barnadette Warren – Co-founder of Brio Che
- Paul Judge – Co-founder of Pindrop Security

- 1 Based on what you discovered about their businesses, use a Venn diagram or a table to categorise them into entrepreneurs or business owners.
- 2 Looking only at the similarities of the people you categorised as entrepreneurs, how would you define an entrepreneur?
- 3 Can you think of other people whom you would consider as being entrepreneurs?

Can true entrepreneurship exist without innovation? Why do you hold these views?



Consider this

Innovators often take something that already exists, improve it, change it and make it the best for their customers. Innovative ideas are what will make a start-up business competitive.

Reflect, research, report

Every business that you can think of is designed to serve people or groups of people and communities in some way or the other. It means that we can link most of these businesses back to Home and Family Management/Home Economics. With that in mind, can you identify any areas in the field that can lead to another viable business with some innovation?



Figure 2 Businesses are designed to serve people.

The big question

How can you use innovation in an area of Home and Family Management/Home Economics to create a viable business that serves the members of your community?

Breaking this down

- 1 From your study of Home and Family Management/Home Economics, select one area or thing that you think can be improved to be more relevant to the community, or efficient for the people who rely on it.
- 2 Use Excel to create a document that includes the following:
 - a List all the ways that this area or thing is no longer relevant or useful to the people who rely on it.
 - b Outline what successful change in this area or thing looks like.
 - c Record the details, as well as your personal observations on the innovations and entrepreneurial solutions other communities have implemented in similar situations.
- 3 After going through your research, write down innovations and entrepreneurial solutions that would improve the area or thing for your community.

Sharing the information

Think of an effective way to share your innovations and entrepreneurial solutions with your classmates. These are some suggestions to get you started, but you may use any creative way to connect with your audience:

- a presentation at a conference for Home Economists
- a role play where you pitch your idea to potential investors
- a video using a social media format.

Answering the big question

Now that you have done your own research and listened to innovative and entrepreneurial ideas from your classmates, answer the following questions:

- 1 Do you think that you now know enough about the relationship between innovation and entrepreneurship, or do you need to do more research?
- 2 Do you have the skills or vision needed to develop and implement the innovation/s that you suggested? If not, how do you get the skills and cultivate the vision?
- 3 Once you have the skills and vision, can you make the innovation into a viable business?

Think for a moment, did you use any element or step of the design process while you worked through this activity?



Problem-solving tips

Think about ways in which the problem can be solved by someone making or delivering a product or a service. This could guide you in finding a viable (workable) business.

APPLYING THE DESIGN PROCESS

By now, you will have had many opportunities to apply the design process in this course. In Book 1, you were provided with examples of each stage, which you modelled as you applied the design process to a scenario. In Book 2, you were reminded of the stages of the design process and encouraged to apply them to a 'Do it yourself' scenario. All of that will have prepared you to work independently, so in Book 3, you will have two opportunities to show your mastery of the design process. First, you will be guided through a mini-enterprise scenario. Next, you will complete a 'Do it yourself' activity where you are responsible for using the design process without prompting to shape a solution for an entrepreneurial project.

You'll be fine; you can do this. It's not a test; it is simply more practice so that over time you become confident in your ability to find workable solutions to the challenges that will inevitably confront you in life.



Figure 3 The design process

Consider this

Every business is born from an idea. Business ideas should come from observation, to find a potential opportunity, or try to forecast what people or other businesses might want. Business ideas are sometimes developed from someone's education and past experience.

Consider your natural talent, you might find the seed for a good business idea. It is an idea about what products you are going to offer, what services you are going to provide or what goods you are going to sell; where and how you are going to sell them, and who you are going to sell them to.



Figure 4 Your natural talent may prompt a business idea.

Components of a business plan

Sometimes entrepreneurs may have a viable business idea, but they do not have the capital to invest and have to turn to others for funding. Sensible investors want proof that the idea is well thought out and the best way to demonstrate this is with a business plan. A business plan is also important because it acts as a reference point and a reminder of the steps necessary to turn the idea into a viable business.

A successful business meets the needs of its customers. Nothing motivates a person quite like pain. This pain does not necessarily have to be in a physical sense; the pain can easily be that of the frustration of wanting a product or service to do even more than it does right now!

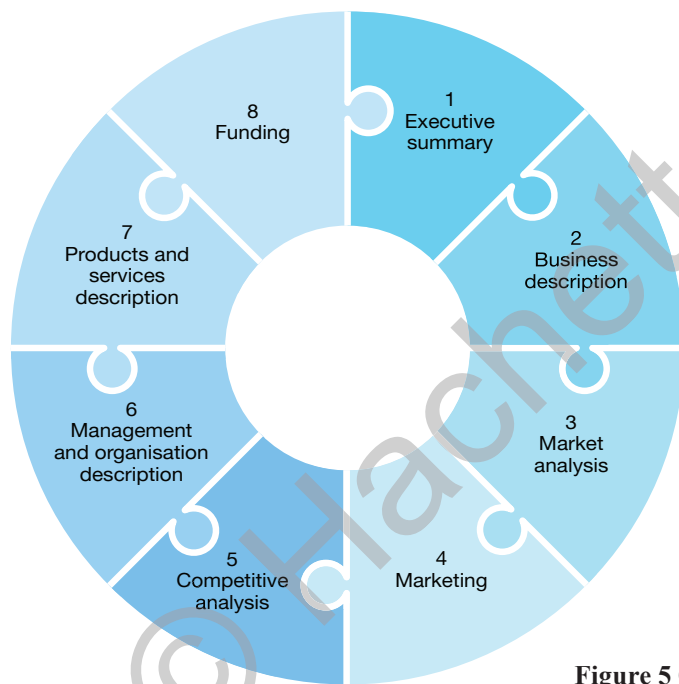


Figure 5 Components of a business plan

1 Executive summary

Though an executive summary is the last thing you will write, it appears first in your business plan. A good executive summary is convincing. It should summarise what you expect your business to accomplish, and it is meant to highlight the points and ideas in the rest of the plan.

2 Business description

The business description answers the following question:

What are the key details that clarify the business

- structure
- goals
- target customers?

3 Market analysis

This stage answers the questions:

- What are the pros and cons of this industry or market?
- How do data show the trends, growth potential and the underserved area where the product or service will add value to customers?

4 Marketing

This stage should answer the question:

- How will customers know that the product or service is the solution to their problem?

5 Competitive analysis

The competitive analysis should clearly answer the questions:

- How is this product or service more effective than the competitors'?
- What percentage of the market will this product or service capture?

6 Management and organisation description

This should answer the questions:

- What are the operations or functions needed to make this business effective?
- Who are the people that will carry out those functions and how will they be structured or organised for maximum effect?

In some instances, the entrepreneur is the labour force but they may also be able to outsource some roles.

7 Products and services description

This should answer the question:

- What do the customers need to know about the product or service to convince them to use it?

8 Funding

This clearly outlines the resources that will be available to build the business accordingly.

Applying the design process to a mini-enterprise

This component is very important because you will be required to develop your business plan and do product development in Chapters 2 and 6 respectively.

Let us start a cake and pastry mini-enterprise.

Use a search engine to find examples of business plans to help you better understand how to put one together. Write down some tips you should keep in mind as you write your own for the upcoming activity.



Figure 6 A cake and pastry mini-enterprise

BUSINESS RATIONALE

Introduction to Lindy's Cakes and Pastries

Lindy's Cakes and Pastries is a new company that will offer a wide variety of cakes and pastries. The company will also cater to the gluten-free needs of consumers. One of the owners of the company has coeliac disease and fully understands the difficulty encountered when trying to purchase baked goods. The business will be located in Bridgeway, St. Clements. The location is strategically selected, as it is the area that is widely used by over 12 neighbouring communities.

Incorporating the design process

Identify the problem

- ☒ Problem: People diagnosed with coeliac disease experience difficulty when purchasing baked goods
- ☐ Design brief: _____
- ☐ Researching potential solutions: _____
- ☐ Specification: _____

What are the possible products that will be offered? Some have already been added under each category. What else could you add?

Ideas storming possible solutions

The business could offer the following goods and services:

Cakes

- Plain/Vanilla
- Marble
- Chocolate
- _____
- _____

Additional cake flavours can be purchased through an order system.

Breads

- Salt breads and rolls
- Baguette
- _____
- _____

Assortment of pastries

- Jam puffs/horseshoes
- Meat rolls
- _____
- _____

Selecting the best possible solution

What do I need to know before I narrow down the line of products to put on sale?

- Mission statement
- Core values
- Goal/Objective
- Market research
- SWOT analysis

How will your customers know which products are gluten-free?



Mission statement

Good, wholesome, quality products will be used to ensure the best results for our finished cakes and pastries. _____

What else can you add?

Core values

- **Customer-centered:** Emphasis is placed on customer satisfaction.
- **Safety:** Ensuring and sustaining a workplace that is focused on the health and well-being of all employees and consumers.

You can add three or four others that are a priority for you.

Main goals/Objectives

- To provide safe and healthy products for the consumer
- To provide excellent service throughout the company

Market research (target market, SWOT analysis, and so on)

Details of target market

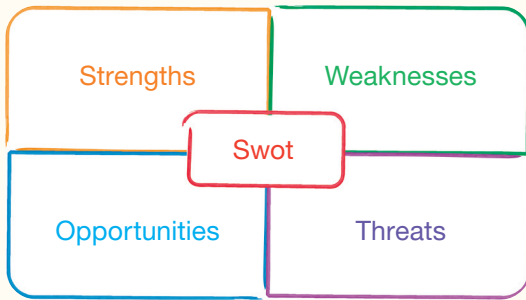
- Cakes and pastries for customers with no dietary restrictions
- Cakes and pastries for customers with a gluten-free diet

Competitors

- The Gingerbread House – well established business which caters for customers with no dietary restrictions.
- Cakes R' Us – Online store only and very expensive but includes delivery to the 12 neighbouring communities



SWOT analysis



How will you conduct the market research? Come up with at least two ways. Develop your survey (see Chapter 2 Family management).



Identify two additional points for each of the following:

Strengths: The staff at Lindy's Cakes and Pastries are highly skilled in producing baked products.

Weaknesses: Gluten-free products will be more expensive than products made with wheat.

Opportunities: The company is the only one catering for people with special nutritional and allergen needs.

Threats: The competitors are larger and will have greater productivity.

Proposed products for sale

Cakes

- _____
- _____
- _____

Breads

- _____
- _____
- _____

Assortment of pastries

- _____
- _____
- _____

Funding

How will the mini-enterprise get the start-up funding?
What are the expected expenses for the first six months?
How will you price the products to make a profit?



Capital

- Personal investment: \$ _____
- Loan: \$ _____
- _____

Known expenditure

- Rent: \$ _____
- Kitchen equipment: \$ _____
- _____

Develop a prototype and test the solution.

Using your product development knowledge, prepare gluten-free products for sale. Select a design, which includes all the details that are important to the development of the solution. Specific deadlines should be established to ensure that the work is completed on time.



Recipe for gluten-free oatmeal coconut cupcakes

Ingredients

- oatmeal flour
- butter
- sugar
- shredded coconut

Method

1. Cream butter and sugar until light and fluffy.

2. _____

What feedback did you receive from the sensory analysis?

- Texture
- Taste
- _____

Are you satisfied with the results of the sensory analysis? Will you need to adjust the recipe and try again? How much time did you budget for this part of the process and how will it affect the other things that must be completed?



Make/Create the solution

Products made from the developed recipe.



Evaluate against the original need/problem

How will you evaluate your product against the original need?

- Client satisfaction survey?
- Focus group?

Record of results

- What are the customer responses to the product?
- Lessons learnt from this process

Do it yourself

You should have at least one suggestion that can be developed into a viable business from the **Research, reflect, report** activity on page 8. Either individually, or in a group, use the design process to refine your suggestion into either a product or a service that would be useful to the people in your community. This can range from innovations for access to seasonal fruits and vegetables all year round, to ways to preserve our environment.

Caribbean Home Economics in Action

BOOK
3

Provide a solid foundation for the study of Home Economics at CSEC® level and for CVQ certification using a project-based approach with the only resource written by the Caribbean Association of Home Economists.

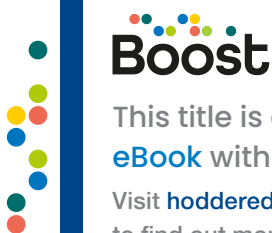
This resource enables students to master the design skills process in the Family and Consumer Management disciplines for both personal and professional aspirations.

- Develop understanding with ‘Consider this’ and ‘Did you know?’ features, which allow for reflection and stretch students’ critical thinking and problem solving skills.
- Consolidate knowledge with discussion topics and short practice questions, which enable students to gain confidence in the subject matter as they prepare for assessment.
- Identify avenues for career development with realistic and practical advice about training opportunities clearly signposted throughout.

Caribbean Association of Home Economists

All of the authors and contributors to this course are members of the prestigious Caribbean Association of Home Economists. Throughout the development of the series, they have consulted with Home Economics teachers, educators and curriculum officers from across the region.

SAMPLE



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ISBN 978-1-3983-3595-0



9 781398 335950

