



The Caribbean Home Economists

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What's Inside

- Conference 2017
- Disaster Preparedness
- Electrolyte Imbalance
- Recipes
- Puzzles



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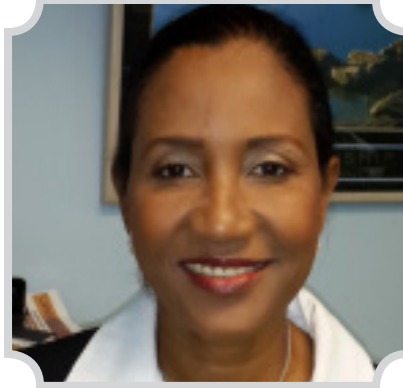
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Meet the Executive of CAHE

OFFICE	NAME	TERRITORY
President	Pauline Whiteman, CPHE	Trinidad and Tobago
1st Vice President	Leonie Clarke, Ph.D., CPHE	Jamaica
2nd Vice President	Michelle Guy	St. Vincent and the Grenadines
Secretary	Keisha Went	Barbados
Assistant Secretary	Sandra Murray	Barbados
Treasurer	Angela Graham-Rudolfo	Trinidad and Tobago
Assistant Treasurer	Bernadette Als-Pierre	Trinidad and Tobago
Chairperson Education Committee	Dr. Hope Mayne	Jamaica
Chairperson Finance Committee	Lucille Marcelle	Trinidad and Tobago
Chairperson Research Committee	Claudia Brown-Wilson	Jamaica
Chairperson Publications Committee	Sheila Robertson	St. Vincent and the Grenadines
Chairperson Nominating Committee	Lynette Burke	Barbados
Chairperson Membership Committee	Anita John	St. Vincent and the Grenadines
Chairperson Public Relations Committee	Lola Bennett	Jamaica
Immediate Past President	Dr. Antonia Coward	Barbados
Consultant	Audrey Jones - Drayton	Barbados

“Alone we can do so little; together we can do so much.”

Helen Keller

*Message from the President**Pauline Whiteman*

Dear CAHE Members.

I wish you God's richest blessings and all success for the New Year 2018! I wish to thank all CAHE members for allowing me the opportunity to serve as President of this august association

that has served the region well for the last forty-five years. I have accepted the position with much gratitude and serious intentions and I look forward to your trust, support, generosity, cooperation and flexibility for the next two years.

The 22nd Biennial Conference of CAHE was a resounding success. Participants were enriched with the many sessions presented by internationally and regionally acclaimed home economists as well as allied professionals. Our journey with CAHE will continue with renewed energy fueled by this conference. I wish to thank the Ministry of Education and by extension the Government and people of Jamaica for their hospitality. I also wish to convey special thanks to all members of the Jamaican Home Economics Association who have contributed to the success of the conference.

In the past year, our valued CAHE members in Antigua and Barbuda, Bahamas, British Virgin Islands, Dominica, Puerto Rico, Tortola, and Turks and Caicos Islands have been devastated by Hurricanes Irma and Maria. On behalf of CAHE, I would like to offer our heartfelt thoughts and words of encouragement to all of those affected by these hurricanes. It is a trying time for us in the Caribbean, and we want our membership to know that we are with you in these difficult times. We note that it is especially during times like these that we value the contributions of Home Economists. We are thankful for relief provided by the Disaster Assistance Partnerships for Home Economics Programmes in Developing Countries (DAP), a committee of the International Federation for Home Economics (IFHE). CAHE will be providing some additional relief in the coming months via the Jean Edwards Disaster Relief Fund.

Our membership has many exciting events to look forward to in the next biennium including the IFHE Annual Meeting 2019 which will be held in Trinidad and Tobago

from 18th to 22nd March 2019. Let us show our strength in the region by coming out in our numbers to this signal event.

The activities of CAHE are guided by our Mission which is "to improve the quality of life for individuals and families within the Caribbean region, and to encourage continual professional growth in members of the Home Economics profession in the Caribbean." CAHE's Mission directed the development of our Strategic and Marketing Plans. Members are encouraged to become familiar with these plans so that we can monitor progress towards the achievement of the goals set. It is through your support, feedback and encouragement that we will continue to make an impact and achieve the aims we have set. In achieving our goals, we also need to utilize softer informal processes such as engaging our seniors. Let me take this opportunity to acknowledge the tremendous initiatives that were undertaken by all our past presidents and members of the Executive. They are indeed an inspiration for the present Executive and we pledge to continue building on the work that these members have done and continue to do.

CAHE's Professional Certification scheme has been replicated by other associations that predate our existence. Indeed, this speaks to the robustness of this Professional Certification scheme and so I urge members to get certified.

We need to increase our membership throughout the region and work collectively and steadfastly towards the goal of increasing the visibility of home economics whilst we continue to strive for advancement in our field. Let us turn from spectators into active participants. Let us all be advocates of our field so that we can channel all our efforts and by extension the efforts of CAHE so that all institutions in the region will recognize the value of home economics in contributing to the ideal Caribbean citizen. I challenge the slate of new Executive members to bring new ideas to the table and I also encourage millennials to take on a more active role in the organization.

May CAHE continue to make our presence felt by our regional as well as international stakeholders. May we continue to be an inspiration to home economists as well as all allied professionals.

Warmest regards

Pauline Whiteman

President (2017-2019)

The Chairperson -Publications Committee

I am privileged to have been given the honour to serve as Chairperson of this committee for the period 2017-2019. I pledge to serve you as efficiently as I possibly can. However the quote "The whole is greater than the sum of its parts" by Aristotle aptly describes the synergy that drives the effort needed to produce the information that is warranted to create any publication of this kind. I therefore seek your continued cooperation and commitment in an effort to realize a successful term.

The role of Home Economics in the society cannot be overlooked, though frequently underestimated. It is the only area in the school's curriculum that encompasses the entire being. Therefore, as home economists, we must take the mandate to market our areas in an effort to attract interest in and uplift the status of Home Economics. One way to do this is through our communication, both by printed and

electronic media.

According to Paul Bradley Smith, "When we share, we open doors to a new beginning", hence, as we share our achievements and ideas globally, we are not only sharing, but giving hope and inspiration to our young brothers and sisters. As a result, I urge you to continue to share your work so others can benefit.

I extend a heartfelt thank you to the many contributors to this publication, without your input, this would not have been possible. To others, I urge you to send your achievements in as "Someone needs your actions to inspire his actions," Israelmore Ayivor.

Yours faithfully,
Sheila Robertson
Publications Chairperson

CAHE Song

We chart our course through the region
Our aim is to work hand in hand
To educate the whole Caribbean
Make a better life for everyone

C A H E we will work with you
To build a stronger avenue
Of Home Ec learning for all our people
O yes that's what we will do

Chorus:
So Caribbean Home Economists
Caribbean Home Economists
Caribbean Home Economists
March on, march on, march on

Let's bridge the gap in Education
Promote partnerships that we can learn from
Let each one teach one to build
professionalism
And strengthen Home Economics Education
C A H E we will work with you
To put Home Ec. on a higher level
Impact positively on all our people

'Specially the youth, they depend on you

Chorus:
So Caribbean Home Economists
Caribbean Home Economists
Caribbean Home Economists
March on, march on, march on.

The time is now let's all play our part
A stronger link is what we'll aim at
So come one come all join in this theme song
Let our voice be heard throughout the Caribbean

C A H E we will work with you
To put Home Ec. on a higher level
Impact positively on all our people
'Specially the youth, they depend on you

Chorus
So Caribbean Home Economists
Caribbean Home Economists
Caribbean Home Economists
March on, march on, march on

Composed by:
Pamela Courtney- 2003
Grenada

Past Presidents

1972-1977	Viola Horsham <i>Trinidad and Tobago</i>	1997-2001	Norma Maynard, C.P.H.E <i>St Lucia</i>
1977-1981	Gwendolyn Tonge <i>Antigua and Barbuda</i>	2001-2005	Janice Maison, C.P.H.E. <i>Guyana</i>
1981-1985	Victorine Britton <i>Guyana</i>	2005-2009	Sonya Lewis C.P.H.E. <i>St. Vincent and the Grenadines</i>
1985-1989	Veda Gill <i>Barbados</i>	2009-2013	Audrey Jones-Drayton C.P.H.E. <i>Barbados</i>
1989-1993	Zola Holder <i>Trinidad and Tobago</i>	2013-2017	Antonia Coward C.P.H.E. <i>Barbados</i>
1993-1997	Florentine McCoy <i>Antigua and Barbuda</i>		

The Importance of Service

Engaging in service for your professional organization provides an opportunity to become active members and has a lasting, positive impact on society at large. Volunteerism enables persons to acquire and enhance life skills and knowledge. What are some of the benefits?

1. Psychological benefits: Volunteering increases overall life satisfaction and helps build self-efficacy through service to others. It helps decrease stress and ease depression.
2. Social benefits: Volunteering engages persons with the community, creates lasting bonds with the population served and increases social awareness of the role of your organization and responsibility.
3. Cognitive benefits: Volunteering helps persons to enhance personal knowledge, grow from experiences and develop better interpersonal communication skills through networking.
4. Organisational benefits: Volunteering can help build the brand of your professional organization as persons can lend skills and knowledge in the attainment of goals.

You can make a positive contribution to your professional organization today. Answer the “Call for Nominations.”

Our Code of Ethics

- As a member of the Caribbean Association of Home Economists Inc., it is my duty to:
- ✓ promote and support a high standard of professionalism among members at all times;
 - ✓ seek and pursue opportunities for personal and professional growth;
 - ✓ encourage and undertake research in areas relevant to good home and family living;
 - ✓ update knowledge of the profession as a result of technological changes;
 - ✓ share relevant knowledge and skills with other professionals as well as community members;
 - ✓ promote and uphold the interdisciplinary nature of Home Economics;
 - ✓ foster unity among local and regional associations in bonds of friendship, mutual understanding and trust;
 - ✓ accept constructive criticism willingly, and liberal praise with equanimity, in my professional life;
 - ✓ create and develop positive attitudes and all times seek to gain the respect of the community;
 - ✓ show appreciation for the work of member territories and Governments as they relate to Home Economics and other relevant fields.

Countries in Action



The Caribbean Association of Home Economists Inc., founded in 1972 is a non-governmental organisation of over five hundred (500) members from the Anglophone Caribbean, Guyana, Belize and to a lesser extent North America.

CAHE is affiliated to the International Federation for Home Economics (IFHE) that has been in existence for over one hundred years. The association works in close alliance with the American Association of Family and Consumer Sciences (AAFCS) formerly the American Home Economics Association (AHEA) and is twinned

with Toronto Home Economics Association (THEA). CAHE has also worked closely with Ministries of Education, Health and Agriculture around the region as well as with the Caribbean Public Health Agency (CARPHA).

As professionals and educators alike we share a common vision for the improvement of the quality of life for Caribbean citizens and for the development of Home Economics in the region. CAHE offers a system professional certification for its members known as Certified Professional Home Economist (CPHE).

Antigua and Barbuda

The Antigua and Barbuda Home Economics Association (ABHEA) is cognizant of the fact that had it not been for the innumerable contributions of the stalwarts, the association would not have had the strong presence and influence that it has currently. Therefore, the new members took time out to meet and socialize with these retirees over light refreshments. Fruit baskets were presented to show the appreciation to these past members.

Planned events included a fashion show amongst Home Economics students scheduled for March 21st.

"It always seems impossible until it's done."

Nelson Mandela





Home Economics Talented Team Competition

On Saturday 24th March the Antigua and Barbuda Home Economics Association hosted the 1st ever Home Economics Talented Teen Competition. It was an awesome show. Eleven schools competed in Segments: Personality and Aspiration; Research/Expose' on a Home Economics teacher or Education Officer; Talent and Evening Wear. For the most part the evening wear were designed and made in collaboration with the Home Economics and Art and Craft Departments. The schools utilized fabrics received from Juanita Mendenhall and her team IFHE DAP in the production of outfits used in various segments including evening wear

The delegates participating in the competition were students of Home Economics .

““The best way to find yourself is to lose yourself in the service of others.”
Mahatma Gandhi



WINNER - Sierra Latlow (Clair Hill Sec. School)

Guyana

Home Economics has seen a resurgence of interest in the subject by students, teachers and Ministry Officials. This is in part due to the appointment of a Home Economics Officer within the Ministry of Education and the interest shown by members of the local Association, GAHE.

New Executive of the Guyana Association of Home Economics

The Guyana Association of Home Economists, held their Annual General Meeting on November 03, 2017 which saw the elections of an entirely new Executive Body as follows:

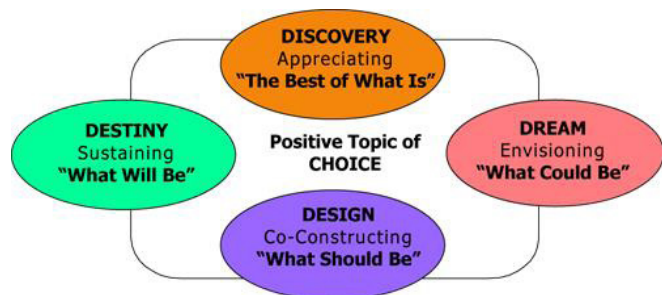
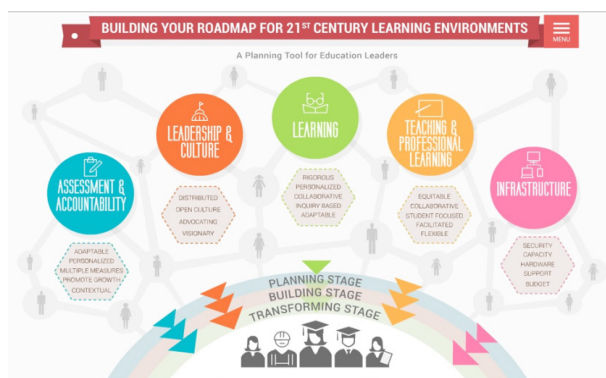
Lois Moseley	President
Shelly – Ann Lewis-McDonald	Vice President
Patricia Providence-Reid	Secretary
Renita Gladstone-Kennedy	Treasurer
Aslin Smith	Assistant Sec. Treasurer
Omega Ault	Immediate Past President
Norma Washington	Consultant
Marlyn Davis	Consultant
Regional representatives were also selected. These include:	
Paige Gittens	Region 1
Rhonella Paul	Region 2

BARBADOS

Miss Keisha Went, educator at The Lodge School, Society, St. John, Barbados and CAHE secretary, conducted a presentation entitled “Appreciative Enquiry, Building for a Stronger Future” in November, 2017. An Educational Roadmap was created which projected the Home Economics Department for the 21st century. This presentation was spearheaded out of a challenge issued on Teachers’ Professional Day, October 20th 2017. The theme for The Lodge School on that day was ‘21st Century Teacher’. It was used to remind and educate persons about home economics as well as provide knowledge of Appreciative Inquiry and how it could work to transform the Home Economics department.

In attendance were the Principal, Deputy Principal, Information Technology Coordinator, several Year Heads, other members of staff and students of the 6A CAPE Food and nutrition program.

Appreciative Inquiry is a strength-based, capacity building approach to transforming human systems toward a shared image of their most positive potential by first discovering the very best in their shared experience (Barrett & Fry, 2008, p.25). Using this approach helps an organization to plan its preferred future, through strategic planning and dialog.



What is an Educational Roadmap?

The Educational Road Map is a flexible planning tool which helps chart a strategic path for transformation schools to meet the needs of today’s students and their futures. The educational roadmap that was chosen was one created by Cable Impacts Foundation and the Partnership for 21st Century Learning.

Many documents were created to aid in the execution of the mission of the Home Economics Department, “To develop/ cultivate in our students the ability to understand their positive role in scientific research and promote their professional capabilities through community involvement.” To view these documents go to www.caribbeanhomeeconomist.org.

Home Economics on the Map

We are more than homemakers
Innovators we are.

We are the drivers of the family
Creating vision for success,
Managing the home’s finances
Even NSRL is put to the test.

Being fashionable is who we are
I’m sure you can agree,
Using our skills from clothing and textiles
Recycling threads, haute couture and ingenious designs
Yes, everyone knows we are indeed trendy.
But for us, one of the most important things we do
Is showing each and everyone how to be the best you.
Our focus on good nutrition and health
Is what this school, country needs,
It’s vital, so important in combating non-communicable disease.

From portion control, modification of recipes to having a balanced meal

Is what we always suggest,
Eating in moderation and indigenous foods that’s best!

Yes, engaging in exercise will increase your daily zest.

So to be 21st century ready
Embrace what we have to say,
Healthy body, healthy mind
The keys to quality education,
Daily living our core values and the 4r’s we must promote,
As we fuel our bodies, our minds to educate our students.

WORKSHOP ON APPRECIATIVE ENQUIRY

Building for a Stronger Future was a follow-up to the presentation entitled 'Educational Roadmap; Home Economics Department for the 21st Century' conducted in November, 2017.

It was facilitated by Ms. Keisha Went, Secretary, Caribbean Association of Home Economists. It was held on the 14th March, 2018 between 10:15- 11:55 a.m. at The Lodge School. In attendance were the Principal, 4th form Year Head, Guidance Counsellor, members of the home economics department and other members of staff from various departments. The prayer was said by Ms. Fay Martindale and the opening remarks were made by Mrs. Sonia St. Hill. The workshop sought to reestablish the core values, i.e. collaboration, caring, commitment, competency and compassion that must be promoted and exhibited amongst staff and to provide an opportunity for those involved to participate in a joint venture which can not only edify their students but themselves.

The session reintroduced the basic concepts of Appreciative Enquiry. Participants were actively engaged through the Appreciative Enquiry Model/Cycle of Discover, Dream, Design and Destiny through the power of storytelling, affirming their strengths and aspirations. Participants will be in engaged in using this process to enhance their professional work.

Workshop Objectives were:

1. To facilitate networking opportunities among participants.
2. Create a common vision that is built on positive energy, core values and strengths.
3. Describe the principles and uses of the Appreciative Inquiry Model.
4. Use the Appreciative Enquiry Model to develop a plan for the future that utilizes the common vision of participants.
5. Interpret ways in which participants can use the Appreciative Enquiry Model in their professional work in education and community development.

Outcomes:

1. To facilitate networking opportunities among participants.
2. Create a common vision that is built on positive energy, core values and strengths.
3. Describe the principles and uses of the Appreciative Enquiry Model.
4. Use the Appreciative Enquiry Model to develop a plan

for the future that utilizes the common vision of participants.

5. Examine ways in which participants can use the Appreciative Enquiry Model in their professional work in education and community development

*Home Economics on the Map cont'*

But to encourage future leaders and to help solve life's ills,
We must foster the spirit of entrepreneurship
Building sustainable businesses and visions,
Is a goal we must adopt,
Being a global citizen and reaching for the stars
With good communication and innovation
Our subject,
Our students,
Our school will soar.

Written by:

Ms. Keisha Went- 2017

Trinidad and Tobago

Leaders by Example

At the recently concluded “Blue-Food” festival held in Tobago in October, the leader of the country, Dr Keith Rowley and the leader of the Caribbean Association of Home Economics (CAHE), were both patrons at the successful event.

The Blue Food Festival, now in its 19th year is held annually in a remote village of Bloody Bay, Tobago. The festival showcases the culinary uses of the indigenous root crop, dasheen. The term ‘blue food’ is synonymous with the bluish hue that the dasheen turns when it is cooked.

Enshrined in the constitution of the Trinidad & Tobago Home Economics Association (T.T.H.E.A) is the improvement of the quality of life of individuals within the society via, among other things, exhibitions. In keeping with this mandate, a group of five members of the T.T.H.E.A sought to fill the gaps in this annual festival.

The team, headed by C.A.H.E’s president, donned outfits which reflected the theme. They wore headpieces depicting the green leaves of the plant. Around their necks were blackish brown speckled scarves to represent the skin of the unpeeled dasheen. The ladies also wore white shirts to reflect the peeled raw dasheen and blue pants representing the cooked dasheen/blue food.

At the booth, patrons were educated on the various names by which dasheen is known, the varied culinary uses, nutritive value and health benefits of consuming dasheen. The members of the team also offered the services of Body Mass Index (BMI) evaluations and blood pressure testing. A hamper was also raffled with proceeds going towards the Dominica Hurricane Relief Fund’.

One of the highlights was having the Prime Minister visit the T.T.H.E.A’s booth to have his blood pressure taken. This action clearly showcased what responsible leader-



ship does – lead by example.

The Association pledges to continue its quest towards the improvement of the quality of life of individuals, members of households and families in the society by participating in future food festivals.



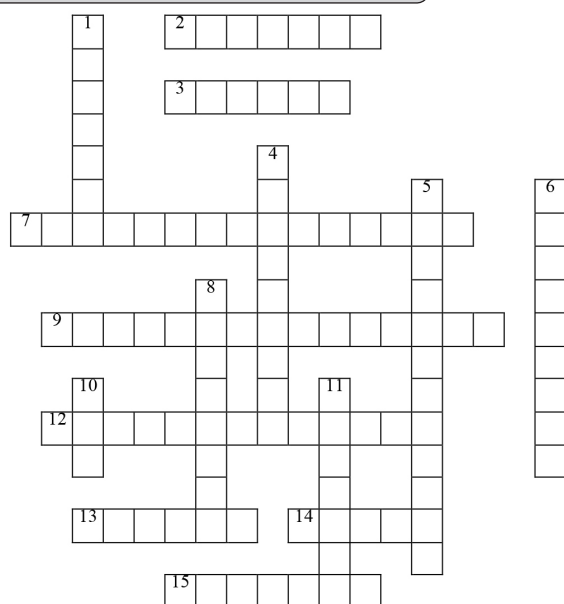
Jamaica

The Jamaican Home Economics Association Executive have spearheaded a rebranding of the organisation. Meet its esteemed panel.

President	Dr. Leonie Clarke
1 st Vice President	Sophia Gray-Goode
2 nd Vice President	Jermaine Johns
Secretary	Yvette Gilzene
Assistant Secretary	Angela Smith
Treasurer	Joan Williams-Davis
Membership Committee Chair	Claudia Brown-Wilson
Nominations Committee Chair	Icilda Ffrench
Education Committee Chair	Yvette Wallace-Gordon
Research Committee Chair	Lilieth Edwards
Publication Committee Chair	Dr. Hope Mayne
Public Relations Officer	Tamara Shaw
Assistant Public Relations Officer	Diane Campbell

In Other News

The Department of Family and Consumer Studies, University of Technology, UTech, JAMAICA hosted Research Day on the 8th March 2018. The theme of the event was "Pioneering Past; BrightFuture: Six Decades of Impactful Research".

*Nutrition Crossword Puzzle***DOWN**

1. Sources of this can be added to fruit and vegetable snacks to make them even more nutritious and delicious
4. One of the most harmful fats: s_____.
5. Trans and saturated fats can cause what?
6. To include more fruits and veggies in your diet, when would be the ideal meal to eat them during to encourage such a habit?
8. What is the requirement for a food to be labeled light (lite)? Have 50% less fat or _____ fewer calories per serving
10. The body uses _____ as fuel.
11. What is a unit of energy that measures how much energy food provides to the body?

ABOVE

2. Try different vegetables, because our bodies like _____.
3. Unsaturated fats are _____ at room temperature.
7. One type of unsaturated fat: m_____.
9. One type of unsaturated fat: p_____.
12. These are great sources of energy in fruits and vegetables.
13. _____ are nutrients in food that the body uses to build cell membranes, nerve tissue (like the brain), and hormones.
14. One of the most harmful fats: t_____.
15. Light (lite) and _____-fat foods may still be high in fat.

St. Vincent and the Grenadines



The St. Vincent and the Grenadines Hospitality and Maritime Training Institute (SVGHMTI) opened its doors in 2015 as part of the government's initiative to enhance the country's human resource capacity to complement growth of the tourism sector. The objective is to offer students training in various aspects of tourism within a commercial training hotel.

There are approximately 200 students in the 2 year Associate Degree programme with 7 faculty and support staff. There are three tourism related programmes being offered: Hospitality, Travel and Tourism Studies and Culinary Arts which are part of the Caribbean Tourism Organization - Caribbean Tourism Learning System (CTLS) programme.

The institute affords students opportunity to be trained in a facility equipped with requisite modern equipment for providing excellent service to visitors. Although the institute is yet to be functioning commercially, the students are given occasions where they are involved in practical and real-life sessions.

Within the last semester, students of the Travel and Tourism programme held their "Tourism Extravaganza" as part of their final assessment. Here, they showcased our country's rich culture, heritage, and foods. In addition they also exhibited one of our niche markets; adventure tourism.

The idea was for students to present an exhibition that is creative using features of our country that we can explore in order to boost our tourism product as well as to differentiate us from our competition.

In addition, each group developed a model for a potential tourism development project which seeks to identify best practice for implementation of sustainable tourism principles.

The Culinary Arts year 2 students also held their exhibition. This time, it was in the form of an International Cuisine food exhibition, as part of the International Cuisine final semester course.



The course International Cuisine focuses on foods and cooking styles of different nations. Students created dishes from several countries around the world including China, Mexico, France, Japan, Thailand, and India. Persons from the community and lecturers from the college were invited to sample the products and ask questions about the countries from which the dishes were prepared.

Additionally, students prepared brochures and leaflets for the public to take away. These brochures were based mainly on the important aspects (geographical, economical, and political) of each country. Most importantly, they highlighted the culinary characteristics that made the cuisines unique.

The public stated that they were pleased with the performances of the students and suggested that this be an annual event as other members of the community need to be aware of what is happening at the division.

The general public was also invited to a Local Beverage



Showcase and Sampling Event This event served to satisfy



some of the objectives of the Food and Beverage Service course which is done by all first year students, as well as to highlight the use of local ingredients in our culinary and beverage sector of the hospitality industry. These students also hosted an Easter Tea which highlighted the local bush teas.

The assignment focused on the history and uses of the bushes. This information was made available to members of the public who were given the opportunity to seek clarifications through questioning.

*"Tell me and I forget.
Teach me and I remember.
Involve me and I learn."*
Benjamin Franklyn

ELECTROLYTES: DO YOU HAVE AN IMBALANCE?

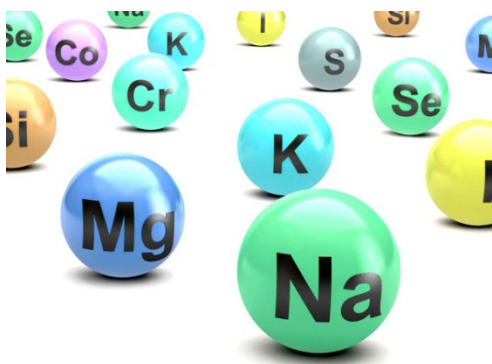
The human body is made up of tissues and organs. These are further made up of cells. A cell is therefore the basic unit of our life. The cells decide the type, nature and functions of the tissues. Consequently, it is critical that bodily fluids of approximately two-thirds inside and one-third outside of these cells be maintained for their existence. Rupturing of cells can occur if too much water were to enter them whereas if too much were to leave, it can cause them to collapse. Hence, to control the movement of water, the cells direct the movement of the major nutrients.

Whenever a mineral salt dissolves in water, it splits into ions- positively and negatively charged particles. The positive ions are called "cations" while the negative ions are called "anions". Ions that are dissolved in water carry

electrical current, therefore, salts that separate into ions are called electrolytes, and the fluids of the body which contain them are called electrolyte solutions (Whitney & Rolfes 2001).

Hence, an electrolyte can be defined as a “substance that produces an electrically conducting solution when dissolved in a polar solvent, such as water.” Electrolytes are in your blood, urine, tissues and other bodily fluids.

Electrolytes, although not considered nutrients, are vital for the proper functioning of the body. They are referred to as minerals that conduct electricity when dissolved in water.



Functions of electrolytes:

Sodium: regulates the total amount of water in the body and maintains proper functioning of the nervous, muscular, and other systems. Sources: dill pickles tomato juices, sauces, and table salt.

Potassium: responsible for regulating heartbeat and muscle function and is important in neuron function. Sources: potatoes with skin, plain yogurt, banana

Calcium helps with the contraction of muscles, signaling of nerves, clotting of blood, division of cells and maintaining and forming of bones and teeth.

Sources: yogurt, milk, ricotta
collard greens, spinach, kale, sardines

Magnesium is critical for muscle contractions, heart rhythms, nerve functioning, to build and strengthen bones, to reduce anxiety, digestion. It also helps to keep a stable protein-fluid balance.

Sources: halibut pumpkin seeds
spinach

Chloride: helps maintain a normal balance of body fluids.

Sources: tomato juices, sauces, and soups, lettuce, olives, table salt

Phosphate works closely with calcium and is essential for a variety of functions. The bones, intestines and kidneys work to balance the levels of phosphate in the body.

Sources: Beans, lentils and nuts.

Imbalance

Electrolyte level in the blood can become too high or too low. This can happen when the level of water in your body changes and consequently lead to an imbalance. Therefore, the amount of water that you take in should equal the amount that you lose. If the balance is upset, one can be either dehydrated or overhydrated.

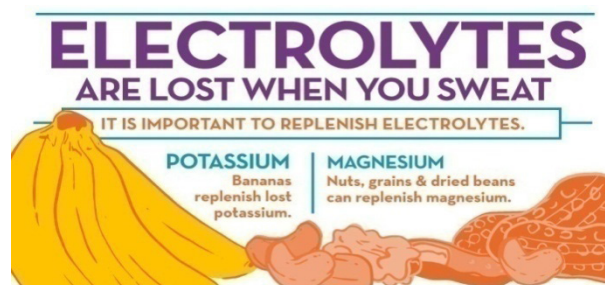
During physical exercise, key electrolytes such as sodium and potassium can be lost through sweat. The concentration of these electrolytes can also be lost after diarrhea or vomiting.

When this happens, electrolytes must be replaced in an effort to maintain substantive levels. The concentration of each electrolyte is regulated by the kidneys and various hormones. When the levels of any substance are too high, the kidneys filter them from the body. Additionally, different hormones help to balance these levels.

Whenever the concentration of a certain electrolyte becomes higher than the body can regulate, there is an imbalance.

An imbalance presents a health issue when the concentration of a certain electrolyte becomes higher than the body can regulate.

Low levels of electrolytes can also affect overall health. The most common imbalances are of sodium and potassium.



Symptoms of an imbalance

- irregular heartbeat
- weakness
- bone disorders
- twitching
- changes in blood pressure
- seizures
- numbness
- nervous system disorders
- convulsions
- excessive tiredness
- muscle spasm

CELEBRATING WORLD HOME ECONOMICS DAY



INTERNATIONAL FEDERATION
FOR HOME ECONOMICS

World Home Economics Day was celebrated on March 21st, 2018 under the theme "Home Economics Literacy: Skills for Healthy and Sustainable Cooking".

The International Federation for Home Economics (IFHE) has been recognizing March 21st every year since 1982 as WHED. The purpose of the day is to "publicise and promote IFHE and the Home Economics Profession," IFHE (2017). The theme supports these two main aims of the World Health Organisation (WHO):

1. Reduce Non Communicable Diseases; and
2. Food Safety to avoid Foodborne Illness.

IFHE Press Release for World Home Economics Day
Theme:

"Home Economics Literacy: Skills for Healthy and Sustainable Cooking".

Home economics is an integral part of Caribbean culture but in many quarters it is overlooked and its importance understated. However, it is through the disciplines of home economics that many of our islands have thriving economies, especially as it relates to food and food service. Additionally, the skill sets developed through participation in home economics are life skills which transcend classroom and generational barriers.

The theme "Home Economics Literacy: Skills for Healthy and Sustainable Cooking" is timely for home economists in the Caribbean as it calls us to reflect on how we help families in the region to participate in the Sustainable Development Goals (SDGs) through giving careful thought to what they cook and how they cook it to ensure both healthy selves and healthy environments that can sustain development. This theme supports the aims of the World Health Organisation (WHO) regarding non-communicable diseases and food

safety. The prevalence of non-communicable diseases is at the forefront of discussions of government ministers and health professionals. Several initiatives are being introduced by the health ministries that need the full support of home economists to interpret and communicate the information to students in classrooms and families in homes and communities.

Families must be empowered with the knowledge and skills to plan and prepare safe and nutritious meals for individuals throughout the life cycle. This underscores the importance of home economics education in the school curriculum; from nursery to tertiary.

The purpose of the day is to publicize and actively promote the home economics literacy both on a regional and national level.

CAHE PRESS RELEASE FOR WORLD HOME ECONOMICS DAY

Home economics is an integral part of Caribbean culture but in many quarters it is overlooked and its importance understated. However, it is through the disciplines of home economics that many of our islands have thriving economies, especially as it relates to food and food service.

Additionally, the skill sets developed through participation in home economics are life skills which transcend classroom and generational barriers.

This theme is timely for home economists in the Caribbean as it calls us to reflect on how we help families in the region to participate in the SDGs through giving careful thought to what they cook, i.e. using more indigenous foods and how they cook i.e. using healthier methods of cooking, it ensures both healthy selves and healthy environments that can sustain development.

The prevalence of non-communicable diseases is at the forefront of discussions of government ministers and health professionals. Several initiatives are being introduced by the health ministries that need the full support of home economists to interpret and communicate the information to students in classrooms and families in homes and communities.

Families must be helped to select or grow foods that are of premium quality to reduce waste in preparation and

cooking. The meals should supply appropriate amounts of the necessary nutrients and have acceptable eating qualities to prevent table waste. By ensuring that foods are cooked appropriately and good hygiene is practiced we contribute to the agenda for sustainable development.

It is against this backdrop that Caribbean Association of Home Economists Inc.(CAHE) invites you to join us in celebrating World Home Economics Day on March 21, 2018 under the theme, "Home Economics Literacy: Skills for Healthy and Sustainable Cooking." The purpose of the day is to publicize and promote the home economics profession and professionals both on a regional and national level.



THE LODGE SCHOOL CULINARY STUDENTS SHINE

The CAPE Food and Nutrition program officially started at The Lodge School in 2002 with 5 students. At present the program has a total of 35 students, 16 undertaking studies in Unit 1 and 19 in Unit 2. In previous years we would have boasted of significantly larger numbers, but with the introduction of the program at The Springer Memorial Secondary School and The Alexandra School, our intake of Food & Nutrition students has dropped. Nevertheless, we will always be known as the pioneers of this program in Barbados. Over the course of time, the Home Economics Department at The Lodge has recorded a number of successes with regard to this programme of study. On average there is a 96% pass rate for Unit 1 and our Unit 2 students have achieved consecutive 100% passes since 2004. In 2010, two Unit 2 students managed to make it to the CXC's merit list, which comprises of the Top 10 students in the area. In 2014, more success was achieved when one of our students was number 2 in the entire region and her product development project scored the highest grade of all the school based assessments that were moderated. In 2016, three more students made it to the merit list at numbers 1, 3 and 6. This is quite an amazing achievement considering that we are competing with countries such as Jamaica, where 700 plus students are entered for Cape Food & Nutrition annually.

Nonetheless, it has been and continues to be a challenge preparing students for this course. Limited funding from the school has forced us to undertake our own fundraising initiatives as a department in order to ensure not only the day to day functioning of the department, but also to give students the opportunity to take part in competitions and exhibitions. The sad truth is that students seem to believe that time is always on their side and see very little urgency

in following timelines that are set. By the time they realise that they only have a few more weeks before the assignment is due, food items that they had used in their original products have gone out of season, making it extremely difficult to continue their modifications. Many of the products that you see here today have been tweaked several times for this said reason. However, these setbacks are all part of the learning process.

The product development component of the Food and Nutrition syllabus, presents an opportunity for students to be innovative and to develop entrepreneurial attributes that can assist them in their future endeavours. This activity gives students the chance to demonstrate the skills and illustrate the principles taught during the course, specifically, food preparation, food processing and merchandising. The products that are created are geared towards the utilization of local foods, taking into consideration the suitability of the product for special groups, for instance persons suffering from chronic nutritional disorders.

Being a part of a social marketing experience like this increases the likelihood that our students can promote not only the use of under-utilised crops, such as yam and cassava, but also educate others on the nutritional benefits to be gained from incorporating these foods in the diet. Furthermore, a great deal of emphasis is placed on aesthetics, creativity and a high level of food safety. As such innovative products such as Mauby Liqueur, Guava Pineapple Pancake Syrup, Sugarcake Ice-cream (which some of you might remember from the last showcase) have all been produced from past students of this course.

Today, you will have the good fortune of sampling some other inventive, tasty and nutritious products which we hope to market locally and thus reduce our dependence on foreign foods. Eventually, our increased use of these locally produced foods should make a significant dent in our estimated \$700 million import bill. The increased use of indigenous foods should also lower the rates of chronic non

communicable diseases such as diabetes and hypertension and put less strain on present and future governments who foot the bill for the complications associated with these diseases which could have otherwise been prevented through healthier eating practices.

Additionally, this experience allows our students to explore viable business ventures that can be further developed, once resources are accessible and investment is forthcoming. This should ensure that we have a crop of young citizens who can make a significant contribution to the country's economy. Our past students who are participating in this exhibition all have started their own businesses and I am certain can attribute some of their success to knowledge they gained from this course. Allow me to give you a few examples...D'Sean Miller was one of the members of the winning team for both the Junior Dueling Chef and the Caribbean Dueling Chef and more recently he represented the Barbados Community College in the International Schools Culinary Competition in Grand Rapids. I am convinced that his involvement in the product development process would have in some way helped him construct creative dishes using local produce for those said competitions. I am still waiting for Davian Lavine to market his line of salad dressings using local fruits so that we can get away from the ranch, Italian and Blue cheese dressings, but nonetheless he

has also used some of the knowledge gained from the product development process to create pizzas that don't always use the regular flour but instead locally produced flours or the regular tomato sauce but instead other vegetable sauces. Being a part of this process forces to think outside the box.

This course cannot be compared to the Home Economics of yesteryear. After completing this program, our students have developed competencies in food and nutrition related skills, attitudes, behavior modification and advocacy that will ultimately enhance the quality of life of Barbadians and by extension Caribbean people. They are able to make informed choices regarding food consumption, food production and they have the ability to play their role in ensuring both household and national food security. Students are also groomed to take advantage of the various career and self-employment opportunities in the field of Food and Nutrition. Throughout this course of study, our students develop communication, team-work, critical thinking and problem solving skills which are all essential in any work environment.

We at The Lodge School will continue to raise the level of awareness of our students regarding the importance of food and nutrition in everyday life and we will offer them every opportunity to pursue all aspects of food production.

Written by Erika Leacock, Home Economics Teacher, The Lodge School

CARIBBEAN COUNTRIES CELEBRATE WORLD HOME ECONOMICS DAY

Jamaica

The Human Ecology Department at Shortwood Teachers' College shared in the celebration of WHED 2018. The display included areas of Consumer Management and Nutrition. Additionally, the department hosted the College's General Assembly. The combined groups of students led the devotion under the theme "Salt of the Earth". The preacher was Rev. K.de Lean



ANGUILLA

World Home Economics Day is observed annually in the month of March. This year as mandated by IFHE (International Federation for Home Economics) it is being observed on March 21st.

Home Economics is the field of study that deals with the family's well-being. It equips individuals with the relevant knowledge; it develops life skills and fosters the appropriate attitudes which help families and individuals make informed decisions about their well-being, relationships and resources.

There are three (3) areas of study in Home Economics

- i) Food, Nutrition and Health
- ii) Textiles, Fashion and Clothing
- iii) Family and Resource Management

This year World Home Economics Day is being observed under the theme "Home Economics Literacy: Skills for Healthy and Sustainable Cooking". According to the Press release by the IFHE, this theme supports the two main aims of WHO (World Health Organization), which are

- i) Reduce Non Communicable Diseases
- ii) Food safety to avoid food-borne illnesses

The Press Release further emphasises the following

- i) Healthy cooking can reduce Non Communicable diseases
- ii) Healthy cooking reduces Food Borne illnesses
- iii) Consumers play a major role in food safety

What are non-communicable diseases?

Non Communicable diseases include cancer, cardio vascular diseases, stroke and diabetes.

Four main risk factors for Non Communicable Diseases are

- Tobacco use
- Physical inactivity
- Harmful use of alcohol
- Unhealthy diet

Non communicable disease can



be reduced by

- Consuming well balanced and healthy diets
- Engaging in regular physical exercise
- Avoiding harmful habits such as the excessive use of alcohol, tobacco and other drugs

Here are some healthy cooking tips to reduce non communicable diseases

- trim off excess fats from all meats, and poultry
- Fry less, use methods such as baking, grilling and roasting
- drain all fried foods thoroughly
- use low fat or partially skimmed or skimmed milk products
- avoid excess use of salt in cooking
- minimize the use or completely avoid the use of soy sauce
- avoid seasonings high in msg (monosodium glutamate)
- use appropriate sugar substitutes such as apple sauce in baking

What are food borne illnesses?

Food borne illness commonly called food poisoning is any illness which results from food spoilage or the contamination of foods.

Here is how healthy cooking can reduce food borne illness

- Always wash your hands before and after handling food
- Handle all food with care, never prep raw and fresh foods simultaneously
- Use separate and clean utensils and cutting boards to prep
- Cook foods thoroughly
- When in doubt, throw it out. If it smells funky or looks off colour toss it out
- Thaw correctly. Place meat to be thawed at the bottom of refrigerator overnight
- Or place under warm running water for short periods of time
- Cook immediately upon thawing

Who are consumers?

A consumer is anyone who buys goods and pays for services rendered.

Consumers play a major role in food safety when they

- Check for cleanliness, before purchasing food make sure it looks and smells clean
- Keep raw or fresh and cooked foods separate

- Inspect cans and jars, avoid buying food in bulging, dented or rusting cans

- Inspect frozen packages, avoid packages that damaged, torn, crushed or show signs of frost bite

- Pick up frozen and perishable foods last
- Choose eggs carefully avoid cracked and dirty shells
- Always be mindful of time and temperature, refrigerate perishables and frozen products immediately upon arriving home

- Avoid transporting frozen and perishable foods in your trunk. Keep in the car with your AC on.

The Home and Food Technology Department of the Albena Lake-Hodge Comprehensive School fully understands the significance of Home Economics Education for all and as such takes great pleasure in administering quality Home Economics Education to each and every student who pursues that subject while in school.

On March 21st 2018, for the very first time, the staff of The Home and Food Technology Department at the Albena Lake-Hodge Comprehensive School joined their fellow Home Economists around the world and celebrated World Home Economics Day. The following activities marked the celebrations

i) A general assembly for the morning shift. At this assembly the Press Release from The IFHE was read. Students were then asked questions relating to the Press release, they won fruit baskets as tokens for answering the questions The teachers in the department were presented with commemorative mugs by the H O D.

ii) A sale featuring healthy snacks during the break period was hosted.

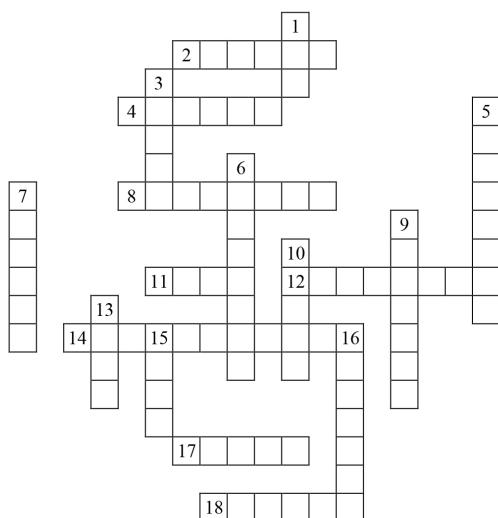
iii) The Press Release was read on the Government owned Radio Anguilla in the morning and again in the evening by one of the Home Economists.

iv) A newspaper article was prepared and was featured in the Friday Edition of the once weekly newspaper 'The Anguillan'. This article written by Patsie Frederick Wattley-featured information presented in the Press Release and also photos of some of our past students whose careers assist in promoting healthy lifestyles.

Additionally, the annual Inter House Healthy lifestyles Quiz was held on the 23rd March as part of the WHED activities.



Clothing and Textile Crossword Puzzle



Across

2. A valuable tool in the sewing room to give a garment a finished look. It is used after sewing the seams together.
4. A fabric that covers up the inside seams of a garment or sometimes used in a tote bag.
8. This is used to hold the fabric together in a finished garment or project.
11. These are used to hold fabric together before the fabric goes through the sewing machine.
12. An iron is used to do this. Steam can be used. The iron is held in one place at a time while doing this.
14. It holds the fabric in place where the needle is stitching the fabric on at sewing machine (2 words)
17. A three layered item with stitching through all three layers to hold them together. It can be used as a bed spread.
18. This is threaded and used to sew fabric together

Down

1. The finished edge on the bottom of a dress or sleeve.
3. The "pretty side" of the fabric. The part of the fabric with the design to be shown on the outside of the project.
5. These help move the fabric through the sewing machine by grabbing the fabric with metal teeth (2 words)
6. They are used to cut fabric.
7. This can be used to open and close a bag or the back of a dress or the fly of pants.
9. This type of stitching is temporary to hold fabric in place and then pulled out later in the project
10. Most thread comes on one of these
13. Pressing or ironing is done with this tool. It can get very hot.
15. The line of stitching holding pieces of fabric together for crafts of clothing.
16. It protects your finger as you sew by hand. It can be used to push the needle through the fabric.

DAP DISASTER ASSISTANCE PARTNERSHIP FOR HOME ECONOMICS

DAP Disaster Assistance Partnership for Home Economics /FCS Programmes in Developing Countries
-An IFHE Council Committee

IHES (the International Home Economics Services, Inc.) under the leadership of Juanita Mendenhall and her Board of Directors spearheaded disaster relief efforts for the Caribbean territories ravished by Hurricane Irma and Maria. Not only did they realise the distress and problems of individuals, and families affected they also saw the hour of need of teachers, colleagues and fellow Home Economists, who had lost buildings, equipment, learning materials and more. The assistance was therefore a welcomed reprieve which is necessary to educate children and especially to conduct Home Economics lessons.

In 2013 at the IFHE Leadership Meeting of the International Federation for Home Economics (IFHE), the name of the group internationally was decided as the "Disaster Assistance Partnerships to Home Economics Programs in Developing Countries", which is called the Disaster Assistance Partnerships or DAP.

During 2016-2018, the Disaster Assistance Partnership, has continued working in several parts of the world: with the new Madina Village School and the Village Women's Cooperative projects in Sierra Leone, West Africa; the Honduras Initiative in Santa Barbara and Jutiapa, Honduras, Central America; and, most recently, hurricane recovery efforts after hurricanes Irma and Maria in the Caribbean. Significant resources have been donated and distributed by

DAP colleagues and friends of Home Economics during this timeframe.

Hurricanes Irma and Maria devastated much of the northern Caribbean in the fall of 2017. DAP contacted our Caribbean Coordinator, Audrey Jones-Drayton to see how we could best help in the recovery. A call went out immediately to DAP members and friends requesting donations for assisting our colleagues. Response has been tremendous from across the US and Canada as well as some donations from Europe.



Money has been donated to both DAP and IHES for the Caribbean recovery. All shipping costs were paid through DAP while IHES helped with other expenses.

Antigua was selected first because their infrastructure was still operational and many islands were not able to accept Home Economics donations until they have schools rebuilt and the teaching-learning process can begin again.

Other islands will receive supplies as requested when they are ready to receive shipments in coordination with CAHE and Audrey Jones-Drayton. All materials sent go through the Ministries of Education. Another requirement is that DAP must have a contact in Home Economics who is responsible for each of the places that supplies are sent. Everyone is assured that their donations are going safely to those for whom they are intended.

With this in mind DAP, will continue to accept monetary donations as well as usable items for Home Economics programs. Assistance requests have been received from Tortola and Anguilla, shipment for these should be in April, 2018.

Each member can be an active part of the DAP Project now. Small items are needed for our "Partnerships Project" Product Sales Tables at various professional meetings. The money raised will help fund (primarily shipping) the "Disaster Assistance Partnerships Project" supplies.

The DAP will have a sales table at next IFHE Annual Meeting 2019 in Trinidad & Tobago and the Caribbean As-

sociation Home Economists conferences as well as AAFCS.

Looking at the IFHE Position Paper, Home Economics,



it is obvious that the DAP is active in three Home Economics dimensions:

1. Curriculum Area- that facilitates students to discover and further develop their own resources and capabilities to be used in their personal life, by directing their professional decisions and actions or preparing them for life.

2. Arena for Everyday Living - in households, families and communities for developing human growth potential and human necessities or basic needs to be met.

3. Societal Arena - to influence and develop policy to advocate for individuals, families and communities to achieve empowerment and wellbeing, to utilise transformative practices, and to facilitate sustainable futures.

They support the reestablishment of Home Economics programmes and enable and empower children, youth and adults to manage their life and improve well-being. They co-operate with governments and promote Home Economics Education

BE PREPARED- HURRICANE READY

The hurricane season which officially lasts from June 1st and 30th November, is typically an especially uneasy time. We must actively help and inform persons to decrease their risk of injury and property damage.

Wishing you a safe hurricane season!

Preparation Facts:

Remember to store one gallon of water per person per day (two quarts for drinking, two quarts for food preparation/sanitation) and to keep at least a three-day supply of water for each person in household.

Remember to get cash from ATMs before the storm hits and electricity goes out just in case you need to get more supplies after the storm has passed. Remember, although stores may reopen, they may not have electricity.

Remember utilities such as natural gas should be shut off in case damage to the lines occur.

Remember that hurricane shelters can only accommodate a certain number of people at one time and pets are not allowed.

Information to Note:

- Know the list of hurricane shelters near you.
- Know emergency contact numbers.
- Create a family disaster plan. This is vital part of the safety of your family in the event of a hurricane or any other natural disaster.

- Location of emergency supply kit.

Emergency drills and testing children on your emergency plan information should be done at least once every six months.

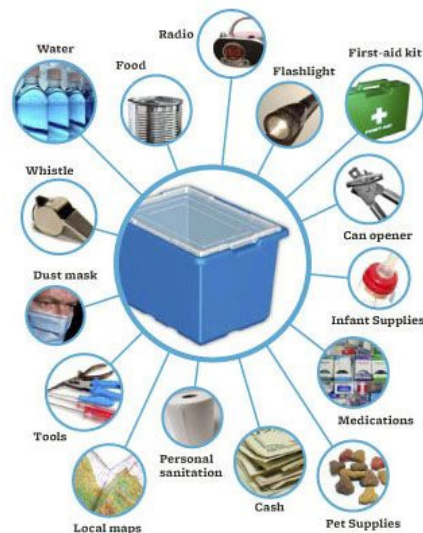
Here is the list of talking points to consider when creating your Emergency Plan:

- Where to meet
- Safe places (home, school, work or other places frequented by family members)
- Emergency numbers (doctors, hospital, police, veterinarians, etc.)
- What to do when landfill is predicted (e.g. turn off gas, electricity and water)
- What to do with pets
- Emergency routes out of house if primary access becomes affected
- Where is the disaster kit

Did you know? The word hurricane comes from the Taino Native American word, hurucane, meaning evil spirit of the wind.

If going to a shelter, here are some safety tips:

- Make sure that you can keep up to date on the status and severity of the hurricane with a radio.
- Adapt your Emergency Kit to one that is easy to travel with and has only your most essential items.
- If there are members with special needs, ensure that all of their medical supplies are packed.
- If you live near to elderly or disabled persons, try to find out if they are at home or safe before leaving for the shelter.
- Make sure your natural gas line, electricity breaker and water main are all switched off before leaving for a shelter.



Basic Disaster Supplies Kit

To assemble your kit, store items in airtight plastic bags and put your entire disaster supplies kit in one or two easy-to-carry containers such as plastic bins or a duffel bag.

A basic emergency supply kit could include the following recommended items:

- Water – one gallon of water per person per day for at least three days, for drinking and sanitation
 - Food – at least a three-day supply of non-perishable food
 - Battery-powered or hand crank radio and a NOAA Weather Radio with tone alert
 - Flashlight
 - First aid kit
 - Extra batteries
 - Whistle to signal for help
 - Dust mask to help filter contaminated air and plastic sheeting and duct tape to shelter-in-place
 - Moist towelettes, garbage bags and plastic ties for personal sanitation
 - Wrench or pliers to turn off utilities
 - Manual can opener for food
 - Local maps
 - Cell phone with chargers and a backup battery
 - Additional Emergency Supplies
- Consider adding the following items to your emergency supply kit based on your individual needs:
- Prescription medications
 - Non-prescription medications such as pain relievers, anti-diarrhea medication, antacids or laxatives
 - Glasses and contact lens solution

- Infant formula, bottles, diapers, wipes, diaper rash cream
- Pet food and extra water for your pet
- Cash or traveler's checks
- Important family documents such as copies of insurance policies, identification and bank account records saved electronically or in a waterproof, portable container
- Sleeping bag or warm blanket for each person
- Complete change of clothing appropriate for your climate and sturdy shoes
- Household chlorine bleach and medicine dropper to disinfect water
- Fire extinguisher
- Matches in a waterproof container
- Feminine supplies and personal hygiene items
- Mess kits, paper cups, plates, paper towels and plastic utensils
- Paper and pencil

- Books, games, puzzles or other activities for children

Listen closely to instructions from local officials on TV, radio, cell phones or other computers for instructions from local officials. Evacuate if told to do so.

Storm Surge Watch: There is a possibility of life-threatening inundation from rising water moving inland from the shoreline somewhere within the specified area, generally within 48 hours.

Hurricane Watch: Hurricane conditions (sustained winds of 74 mph or greater) are possible within your area. Because it may not be safe to prepare for a hurricane once winds reach tropical storm force, The NHC issues hurricane watches 48 hours before it anticipates tropical storm-force winds.

Tropical Storm Watch: Tropical storm conditions (sustained winds of 39 to 73 mph) are possible within the specified area within 48 hours.

Tribute to the Memory of Mrs. Sonja Lewis, POH, CPHE.

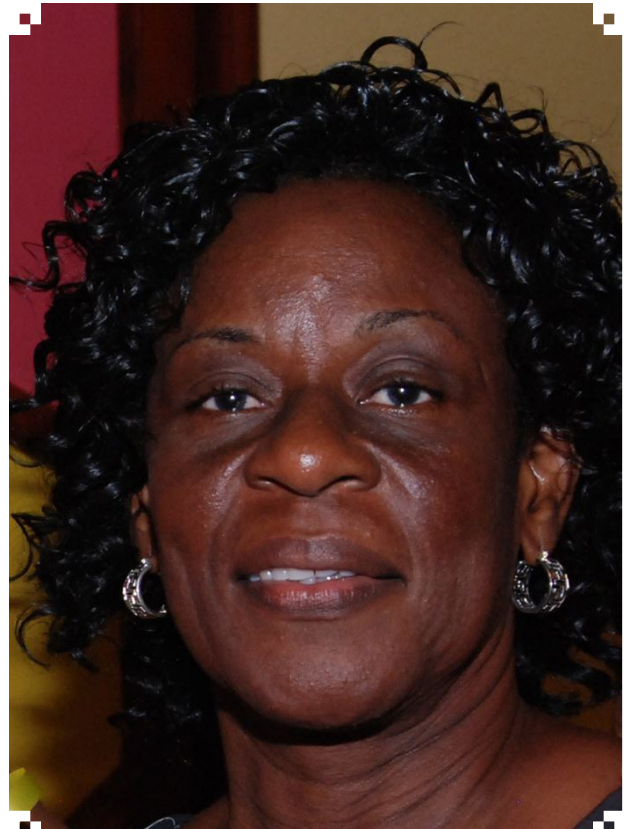
The Caribbean Association of Home Economists 1972 Incorporated (CAHE) would like to extend deepest condolences to the relatives and friends of Ms. Sonja Lewis, CPHE.

Caribbean Association of Home Economists Inc. is a non-governmental organization of over seven hundred (700) members from the Anglophone Caribbean, Guyana, Belize and to a lesser extent North America. CAHE is affiliated with the International Federation for Home Economics (IFHE), an organization that is over one hundred years old. Our membership constitutes primarily teachers, followed by allied professionals.

Sonja was a driving force within the organization. She was a mentor, Home Economics Educator, friend and leader. She taught at the primary, secondary and tertiary levels. She served in the position of Home Economics Curriculum officer for two years at the Ministry of Education, St. Vincent and the Grenadines (SVG) before her retirement.

Sonja was a dedicated member of CAHE (Registration # 028) who served in various positions on the CAHE Executive since 1993. These positions included president and, prior to her passing, consultant.

- Assistant Secretary - 1993-1997



- Nominating Chair - 1997-2001
- First VP – 2001-2005
- President - 2005-2009
- IPP/POH - 2009- 2013
- Consultant – 2013- to present.
- Chairperson, Chronicles Committee

Sonja demonstrated commitment to the growth of CAHE as evidenced by her selfless act of giving of her time, energy, finances and skills. She was a leader who truly exhibited accountability in all CAHE activities and was not afraid to delegate to other members. She was proud to keep the CAHE flag flying high by wearing as many of the visibility memorabilia as she could, anywhere and anytime there was an opportunity.



In 1998, the baton of the Chronicles committee was passed on to Sonja who assumed the position as the Chairperson. This committee chronicled the first 30 years of the life of CAHE.

In 2000, Sonja coordinated a competition to come up with the CAHE song, which resulted in the production of the song by Pamela Courtney of Grenada. This song is used at all CAHE's official functions and is available on CD for all members.

Sonja has also supported the work of Home Economists throughout the region. As such, in 2005, she was the feature speaker at the celebration of the 50th anniversary of the Trinidad and Tobago Home Economics Association (TTHEA).

Through her initiative, SVG was able to access the CAHE Venture Capital Fund, the profits of which resulted in acquisition of locally made tokens for the 19TH Biennial Conference of CAHE held in SVG in 2011. Sonja always ensured that CAHE members of SVG maintain their financial status.

Sonja was also a long standing member of IFHE and served with distinction.

The Jamaican Home Economics Association (JHEA), remembers Sonja Lewis for her stellar contributions to home economics. We remember her as an "Ole Farmer", a gradu-

ate of the Jamaica School of Agriculture and also a graduate of CAST, the College of Arts, Science and Technology. Her classmates recall her peaceful nature, her calm, sweet spirit and her love for people. She spent time to help her classmates, some of her friends said "she was never too busy".



The younger colleagues who came to know her through their involvement in CAHE, found her personality infectious, when she entered the room you might not see her at first, but through interactions with her she was unforgettable. We all have our collective narratives of the time shared. Collectively we describe her in the following ways: trail blazer, motivator, confidant, humble, jovial, peace maker, spiritual and empowering.



As cited in our CAHE song "CAHE we will work with you to put Home Ec on a higher level, march on, march on, march on". Sonja you have done your work here and so you must, "march on, march on, march on".

May her soul rest in peace and rise in glory.



CONFERENCE REFLECTIONS - Jamaica 2017



More Conference reflections...



Conference Abstracts



Audrey A Jones-Drayton, M Ed, CPHE, IPHE

Home Economics: Meeting the Needs of Families in a Changing Caribbean.

Caribbean families have throughout history displayed remarkable resilience and a key reason for this has been their ability to modify and reconfigure themselves to suit their specific social and political context (James and Harris, 1998; Chamberlain, 1999). A culturally appropriate definition of the Caribbean family, an understanding of its composition and its origins can best help to explain its evolution towards interventions for meeting the needs of these families and their communities.

While similarities between the familial structures and the impact of multiple variables upon families in the Caribbean and other parts of the region of the Americas exist, nuances and yet distinct differences prevail. All territories in the region have experienced socio-political changes and the resulting economic and demographic trends have affected some territories more than others. Nonetheless, the Caribbean family continues to recreate itself as it is impacted by global trends, more particularly the intra-regional changes in cultural, religious, economic and political policies and practices.

A dearth of current statistics for the critical variables of familial roles and structure, immigration, repatriation and their impact on the family tend to diminish the magnitude of these changes, their effects and interventions to mere conjecture. This lack of empirical evidence presents a challenge for scientific discussions, but because vast similarities exist within and between countries in the Caribbean, the presentation will benefit from a qualitative approach derived from focus group discussions and available statistics. The presentation will discuss critical impacts and examine solutions and implications for home economics towards improving the quality of life for families.



Lola Bennett M.A - UTech - Jamaica
Changing the face of Home Economics: Re-branding & Repackaging for New Insights & Male Inclusion

Home economics has its roots in education for life skills. The focus was for women to fulfil their roles as mothers and wives while providing possibilities for earning. This allowed women greater efficiency in carrying out their domestic roles while providing an avenue for greater financial freedom. The home economics course is widely viewed as a course for women. Young men are most times excluded as such a course presents the label of being too domesticated. This small scale exploratory research seeks to determine the needs of the home economics industry in regard to rebranding. I seek to identify strategies for its repackaging by way of curriculum overhaul, brand management, sensitization campaigns, and international certification. These objectives are intended to be achieved through collaboration with stakeholders in the vocation industry, curriculum consultants, and vocation specialists. Surveys and interviews will be used to collect data.



Jacqueline A. Smith
Yeates School of Graduate Studies
Ryerson University
Home Economics Skills for the 21st Century Restructuring the Home Economics Curriculum: A Caribbean Approach

The field of Home Economics has moved beyond the home into the global sphere where its scope has broadened to relate to 21st century concepts, issues, education and careers. While students at the secondary

education level need to develop home economics skills, learning in this discipline encompasses more than just the home or local communities. Thus, the traditional subject areas, instructional design and delivery methods have become antiquated. There needs to be a curriculum that reflects the knowledge and skills for the home, community, related industries and careers in the 21st century. As such, this paper examines the need for a restructuring of the home economics curriculum at the secondary education level within the Caribbean.

The subject areas, particularly at the senior high school level, need to reflect the broader scope of the home economics discipline. Students at this level, considering a future career, should be equipped to envision themselves in such careers or roles and be motivated for further study and skills development at the post-secondary education level. Secondary research and curriculum reviews have been conducted to provide a comparative analysis of the current CXC syllabus. The paper presents recommendations for the implementation of a 2-tier level (Grades 7-9 and Grades 10-12), secondary education for the home economics discipline, with proposed subject title changes at the senior level, to reflect a 21st century focus. A restructured home economics curriculum will allow students to identify with the global society in which they live and will eventually work.



Margaret Gordon
(PhD)
UWI - St. Augustine
Freedom and Conformity in Dress among Adolescents in Trinidad

Adolescence has been described as a challenging period in which physical, psychological and social changes take place. Since clothing is one way in which adolescents express themselves; the manner in which they purchase and wear clothing during adolescence should provide valuable knowledge. This research examined the clothing purchasing and wearing behaviours of adolescents in Trinidad and the extent through which they used freedom in choosing clothing or conformed to fashion trends. The study also investigated whether there are differences in

these behaviours based on the household income of their family, the stage of adolescent development i.e. early, middle and late, the gender, religion and ethnicity of the adolescent. Both qualitative and quantitative approaches were employed. In the first phase, 376 secondary school students throughout the island were surveyed. In the second phase, 2 focus groups were conducted; a total of 10 boys, 12 girls and 8 parents participated. Results revealed that the purchasing and wearing behaviours of middle adolescents differ from early and late adolescents. While early adolescents' purchasing and wearing behaviours tended to be influenced by their peers, the tendency decreased as they matured to later adolescent stages. Adolescent boys purchased clothing to conform to their social network, whereas adolescent girls were less conforming. The household income afforded adolescents the opportunity to purchase the clothing advertised in the media. Roman Catholic adolescents used a high level of freedom when purchasing and wearing clothing. Understanding of this phenomenon holds implications for parents, educators, counselors, designers and clothing merchandisers.



Evaluating Different Teaching Techniques for Implementing the Six Caribbean Food Groups at Primary Schools in Trinidad and Tobago

Nutrition education plays a significant role in the lives of individuals. Poor nutrition education can be associated with various chronic diseases such as obesity, heart disease, diabetes, and some cancers. The aim of this study was to compare the effectiveness of traditional face-to-face method and face-to-face with an instructional video teaching of the Six Caribbean Food Groups (CFG).

The methodology incorporated a cross sectional sample from primary school children between the ages of 6 and 10 years old in Trinidad and Tobago. Permission was received from seven school principals and parents (5 in Trinidad and 2 in Tobago). An experimental design framed the study. Children who participated in the study were enrolled in standards 1 and 2. Eligible students were randomly assigned into two groups. Group A was assigned the tradi-

tional face-to-face teaching method with an instructional DVD. Group B was assigned to face-to-face method only. A pre- and a post-test was administered and the data were analysed using SPSS version 21 for means, standard deviations, frequencies and percentages for continuous and categorical outcomes. Results revealed three hundred and forty-two ($n = 342$) students (144 males and 198 females) were followed for seven months. In Group A, there was a greater percentage change in knowledge from 45% at the pre-test to 89% at post-test. Group B showed a lesser percentage change (65% to 85%) in knowledge gained after the intervention. The study suggests that teaching with the aid of instructional DVDs may play a greater role in nutrition knowledge retention over time.



L. Kaye Crippen, Ph.D.,
Professor, University of
Arkansas, Pine Bluff,
USA

Patricia M. Mulready,
M.S., M.Phil., Morgan
State University, Balti-
more, MD, USA

The Importance of Teaching Textiles in University Programs

This paper discusses the use of integrated, transdisciplinary approaches to the teaching of textiles courses in university home economics programs. These approaches give students the best possible background when selecting textile-based products and/or utilizing them in various occupations. The focus of the paper is to highlight the roles textiles play in fashion, functional products (i.e., medical, industrial), art products, sustainable textile products, among others.

The authors suggest the following approaches to be used in the teaching of textiles: new technologies such as LEDs, 3D printers, nanotechnologies and New Product Development (NPD) in addition to textile science and technology. The use of 3D printers can duplicate the appearance/texture of skin-like textiles for prostheses while New Product Development (NPD) can be used to market traditional textiles for income generation locally/online.

We recommend that the teaching and learning of textiles must be clearly stated in terms relevant to students designing textiles for dress line, and designing/selecting textiles which have unique performance characteristics for functional products. This project was funded by the University of Arkansas, Pine Bluff (UAPB) Evans Allen Grant.

Culturally Appropriate Methods to Promote Nutrition Education among Black African Americans

Virginie Zoumenou, Ph.D., CNS, LDN
Professor of Dietetics and Nutrition

Nutrition education has shifted from the emphasis of didactic talk to mothers to using participatory methods and a range of communication channels.

Sensitivity to cultural differences in ourselves and in those of different ethnic backgrounds is an important aspect of competence in reaching a diverse population particularly in nutrition education. Nutrition educators will now be evaluated on their ability to produce desirable behavioral changes in clients from different culture.

This project aimed to identify the strategies to effective nutrition education programs among Black African Americans. A survey was conducted with fifty five (55) nutrition educators with diverse cultural backgrounds to assess their perception of another culture's traditional food. In addition, a focus group was conducted with 8 African Americans women in the Tri-county area of the Lower Eastern Shore of Maryland. A structured questionnaire was used. Qualitative and quantitative data analysis were conducted.

The results indicated that approximately 80% of the nutrition educators were ethnocentric. An effective nutrition education program might take into consideration the nutrition educator's experiences, attitudes, values, and biases that could influence nutrition education; a knowledge of the participants' cultural eating patterns, family traditions such as core foods, traditional celebrations, taste and flavor, and the meaning of food and health is needed. Overall, a knowledge of the socio-cultural context of food, and the ability to incorporate these into the teaching methodologies may promote desirable health and behavior changes needed.

Key words: Nutrition Education, diverse cultural backgrounds, nutrition education programs

Fun Foods for Fussy Eaters: Camouflaging Foods to Enhance Pre-School Students'/Families' Interest in Healthy Eating Utilizing Innovative Science, Technology, Engineering, Art, and Mathematics (STEAM)

Lurline Whittacker & Patricia Mulready

The Nutrition Education we give consumers isn't going to work if fussy eaters of whatever age won't try something new or prepared in a different way. Thus, an innovative approach has been incorporated into a funded Nutrition Education Project – using seemingly fun and simple but actually hi tech devices to motivate children and their families to try new-to-them foods and cooking methods. This Community Based Research Project will assess and evaluate the eating behaviors and nutritional outcomes of pre- and post Nutrition Education interventions of Head Start participants, ages 3-5 and their families (parents or other caretakers). In the USA, Head Start provides child development programs for low income preschool children which include Nutrition Education and meals.

Despite the efforts of Head Start, a significant portion of its population, as with the entire USA, is still categorized as obese. The number of preschoolers that are obese is rising nationally. The investigators and Head Start staff committed to finding effective techniques to educate parents/children, alter the routines of children and families, and positively impact Body Mass Index (BMI) scores, health outcomes, and the overall health of enrolled and impacted children and families through a series of targeted and sustained interventions. These include providing nutrition workshops that inform and empower parents to make better food and eating choices for the improvement of children's health and physical development while honoring cultural preferences.

The introduction of Science, Technology, Engineering, Art, and Mathematics (STEAM) will also be used in a fun non-threatening, interesting way. This supports the project's goals using the 3D technology to interest children/families in possibly new-to-them foods.

Preliminary results will be available by early April.



Jacqueline M. Holland,
Ed.D., CFCS
Assistant Professor
Morgan State University
Baltimore, MD
*Evaluation of Universal
Design in the Home*

Universal design allows people of any age or ability to live in a home, which is efficient, safe, and uncomplicated. This study investigated students' knowl-

edge of the concept of universal design. The sample population included university students enrolled in the Housing and Urban Development course. The research explored two things. First, it examined students' knowledge of universal design. Secondly, the study assessed the students' ability to evaluate personal living spaces to determine how it supported universal design. Questions examined were: What do students know about universal design? and What do students learn about implementing universal design principles in personal living spaces? Analysis from the surveys and class project supported this study. The data revealed students' perception of universal design and to what extent the principles are utilized in the home. Implications and future research will be discussed.

Key Words: Universal Design, housing and urban development, personal living spaces



POSTER SESSION ABSTRACTS
Harriet Tubman Twenty-Dollar Bill: An Engineering Design Project
Cassandra Dickerson
Iowa State University,
Ames, IA

This project utilized the engineering design process and was inspired by the current movement to insert a woman on the United States twenty-dollar bill. The inspiration for the design emerged from a campaign spawned by a nine-year old girl named Sophia who wrote President Obama a letter asking why there were no women on the U.S. currency. An original engineered textile design of Harriet Tubman and a replica of the U.S. twenty-dollar bill were created by interfacing 2D textile design techniques and digital textile printing.

Draping and flat pattern methods were used to create a two-piece ensemble including: a one shoulder, blouson-styled top and a classic European, no waistband, side-zipper, straight leg pants in polyester crepe de chine. The basic coloration from U.S. currency was used including: green, white, gray, yellow and gold tones. An inspirational quote from Harriet Tubman was also included in the design.

Key Words: Harriet Tubman, twenty-dollar bill, U.S. currency, women's rights

Future Proofing the Home Economics Profession in the Caribbean: A Philosophical Approach Home Economics is a profession.

Vivene Jones-Robinson

Senior Education Officer MoEYI Jamaica

Brown and Paolucci (1978) made a strong case for home economics holding the “honorific status of a profession”. This position has been supported by (Brown 1965, 1980; Nosow, 1996, and Weihley 1976). What does this mean to us and for us? What is a profession? Vaines & Wilson, (1986), purports that all professions should have a philosophy that guides the profession as a whole. What is our guiding philosophy? What is a Philosophy? Several writers have put forward positions in an attempt to define philosophy, some of these are: A philosophy is “a set of beliefs about what the basic entities of a discipline are, how these entities are known and what values should guide the discipline” (Salsberry, 1994). A philosophy contains ideas about what is important in relation to quality and ethical practice; it is a particular system of beliefs, a set of rules for, and principles of, practice (MacFarland, Cartmel, & Nolan, 2010). The main power of a philosophy is its ability to help practitioners better understand and appreciate what they do and why (Brockett, 1982). A philosophy contributes to professionalism because it offers goals, values, and attitudes for which to strive (Merriam, 1982). A philosophy is the means by which practitioners obtain, interpret, organize, and use information while making decisions and taking actions (Boggs, 1981).

According to Dahnke and Dreher (2011), a discipline focused on practice, as is home economics, has a special responsibility to: (a) rely upon a guiding philosophy, (b) socialize new members into that philosophy, and (c) educate the public about the discipline’s focus on praxis, informed by its philosophy. The philosophy for home economics wants to know what entities are we concerned about, how we come to know about them, and what values shape our practice. I argue, Home Economics practitioners must be held to the highest ethical and moral standards because our practice impacts the human condition, as shaped by daily life within families and the home.

*“Change your thoughts and
you change your world.”*
Norman Vincent Peale

Parental Involvement and Academic achievement
Yvonne Perriel-Mapp

Administrators and teachers have the expertise to utilize theoretical and practical experiences in dealing with students but the vital role of parental involvement in students’ academic achievement is often unrecognized. Parents are involved at the primary level of their children’s education but are unaware of the benefits of parental involvement at the secondary level hence, they are not involved in their teenagers’ schooling. Data was obtained using a cross-sectional design. A population of 367 students and 172 parents participated in the study and questionnaires were administered to students and parents. Also a semi-structured interview was given to four principals. Data were analyzed using descriptive statistics inferential statistics. It was recommended, based on the findings that parents become more involved in their children’s lives at school and that both teachers and parents should collaborate in order to motivate their students.

Literacy Garden Project

Yvonne Perriel-Mapp

Administrators and teachers have the expertise to utilize theoretical and practical experiences in dealing with students, but are unaware of the significance of family involvement in students’ academic achievement. The purpose of this research was to explore whether the impact of the implementation of a literacy garden could improve reading level of fourth grade boys at Northside All Age School. Data was obtained using the quasi experimental design. Fifty-three students from two grade four classes at Northside All Age were used. Data were analyzed using descriptive statistics. Some of the findings revealed that the implementation of the literacy garden has a positive effect of literacy at grade four. The reading level of the boys increases as their self-esteem increases. It was recommended, based on the findings that parents should be more involved in their child’s life at school. That both teachers and parents should motivate slow readers and also that teachers use teaching strategies that will help children who are slow readers.

Respondent: Dr. Hope Mayne,
*Research Chair, Caribbean Association of Home
Economists Inc.*

The theme, Home economics: Future-proofing families for 21st century living, is critical to sustaining and strengthening families. Families anchor the so-

ciety in which we live and so a thorough understanding of future -proofing needs to be deconstructed. The global space is changing and Caribbean families are impacted by megatrends which threaten their existence. These megatrends emerge from burgeoning challenges in the society such as health care, government policies, resources, the digital divide, migration, homelessness, deportation, among others. The home economist and the profession must seek to anticipate these growing trends and protect against anticipated future developments. This however, is an arduous task which invokes critical questions such as: (a) Is the home economics profession positioned to undertake this task? (b) What strategies are needed to future -proof families for 21st century living? (d) Should a social justice agenda frame the goals for future -proofing? It is imperative that the home economics profession address radical social change by reflecting critically on their purpose, philosophy, vision and mission.

According to the IFHE Position Statement – Home Economics in the 21st Century (IFHE, 2008) should focus on the following objective for the next decade:

The focus on the decade ahead is on future proofing, which describes the elusive process of trying to anticipate future developments, so that action can be taken to minimize possible negative consequences, and to seize opportunities. Future proofing the Home Economics profession and the Federation is a challenging task but one which is necessary to ensure a sustainable vision both for the profession, and for individual members. The International Federation of Home Economics has commenced its future-proofing strategy by focusing on questions of sustainability, advocacy and the active creation of preferred futures for Home Economics, relevant disciplinary fields, and the profession itself, while critically reflecting upon and being informed by its historical roots (IFHE 2008:2).



Respondent: Dr. Hope Mayne,
Research Chair, Caribbean Association of Home Economists Inc.

MILESTONE ACHIEVEMENT



MRS. CECELIA GEORGE-MCWELLINGTON

(CAHE member #662 and former Chairperson, Education Committee, CAHE) celebrated her 60th birthday and retirement from active employment in the teaching service of the Republic of Trinidad and Tobago on the evening of Sunday 1st October 2017. The event took place at the Lambeau Multipurpose Community Facility, and was coordinated by her professional colleague, Mrs. Janice Andrews-Alfred. The theme for the celebration was, “60 and Glowing like Gold”, and WOW! She was really glowing in that beautiful outfit befitting the theme.

The evening began with a musical prelude (back-in-times music at its best), followed by the arrival of the Celebrant (escorted by her husband). ‘Words of Wisdom’ were shared by her Pastor; special items offered by selected artistes who were also close friends; greetings and toasts were offered by family members, friends, Home Economics’ colleagues and former students. Dr. Theodora Alexander brought greetings on behalf of the local and regional Home Economics fraternity, viz. the Trinidad and Tobago Home Economics Association (T&THEA) and the Caribbean Association of Home Economists (CAHE). At closure of the formalities a sumptuous 3-course buffet meal was served, during which guests were treated to a video presentation, created by her son and daughter.

It was indeed a wonderful way to spend an evening!

“If you can’t fly, then run, if you can’t run, then walk, if you can’t walk, then crawl, but by all means keep moving.”

Martin Luther King Jr.

GWENDOLYN TONGE SCHOLARSHIP RECIPIENT

Former President of GAHE and Assistant Secretary of CAHE, Marlyn Davis, was awarded the Dame Gwendolyn Tonge Scholarship to complete reading for a Masters Degree in Education – Measurement and Evaluation at the University of Guyana.

Miss Davis expressed heartfelt gratitude expressed to the Executives and members of CAHE for this prestigious Award, which she plans to use for the continued advancement of Home Economics.



Miss Marlyn Davis receiving the Dame Gwendolyn Tonge Scholarship

You too can be a recipient of this scholarship. See details on the back of this issue on how you can apply.

Antonia turns 60

Immediate Past President of CAHE, Dr Antonia Coward celebrated her 60th birthday in fine style on 3rd April. CAHE congratulates her on reaching this milestone.



SPECIAL HONOURS - Antiguan Home Economists

On Thursday 5th April, 2018, the Antigua and Barbuda Home Economics Association honoured 11 retired Home Economists for their years of dedicated service to Home Economics Education in Antigua and Barbuda. The former Education Officer Mrs. Beverly Allen was also honoured having been promoted to an Assistant Director in the Ministry of Education Science and Technology with responsibilities for Curriculum Development.



Special Honours...



"Not everything that can be counted counts. Not everything that counts can be counted."

William Bruce Cameron

NEW MEMBERS

Bahamas

» *HOLLAND, Jeremy A*

Grenada

» *BRITTON, Devon M*

Guyana

» *BATCHELOR-EVERING, Karnette*
 » *FORTUNE, Angela N.*
 » *FORTE-EDWARDS, Roschelle A.*
 » *HUNTLEY, Akilah*

St. Vincent and the Grenadines

» *BROWNE, Jasmine La Ferne*
 » *HAMILTON, Hanna*

Trinidad and Tobago

» *APPARICIO, Pearly*
 » *DYER, Bertina L.*
 » *GORDON, Margaret P.*
 » *HAYNES-NOEL, Simone*
 » *MOORE, Royetta*

Jamaica

» *BERNARD, Sebrena*
 » *BOSWELL-LEWIS, Karla S*
 » *BROWN-TAYLOR Elaine C.*
 » *COUSINS-GOPEY, Mercelyn E*
 » *FISHER GORDON, La Toya*
 » *GORDON, Teresa A.*
 » *JOHNSON, Noveta A*
 » *MORRIS, Nicola D.*
 » *PHILLIPS, Sandea*
 » *ROBINSON, Trudy-Ann F*
 » *SALMON, Mark E*
 » *SAMUEL, Prescella B*
 » *TAYLOR, Sheron M*
 » *THOMPSON, Patricia Y.*
 » *WILLIAMS, Jennifer A*
 » *WRIGHT, Latoya Y*

CASSAVA



Cassava root is a long, tuberous, nutty flavoured starchy root vegetable with a brown fibrous skin and snowy white interior flesh. Other names for cassava are yucca, manioc, mandioca, yucca root, casabe, and tapioca. Fresh cassava is difficult to find as it rots easily and so must be consumed soon after harvesting if one desires to eat it fresh.

Cassava is native to South America but grown widely in the Caribbean. There are two kinds to this plant: sweet and bitter.

This root is very versatile and can be eaten in a variety of ways. It can be boiled, fried or mashed or grated or ground into flour to make cakes, bread and crackers.

Cassava is very beneficial as it is gluten-free, nut-free and grain-free. Unfortunately, it can be poisonous if eaten raw as it contains low levels of linamarin which is converted by the digestive system to form the toxin cyanide. Therefore it must be cooked before eating.

This vegetable is considered one of the highest value calorie starch root, almost twice the amount as potatoes and beets. It is one of the richest sources of carbohydrates after sugar cane (Food Safety Network). This makes the root vegetable an excellent source of energy for individuals that engage in strenuous physical activities.

Cassava is also rich in minerals such as iron, calcium phosphorus, manganese and potassium. Other minerals found in cassava are zinc, magnesium, and copper.

Additionally, cassava is rich in dietary fibre which aids in the prevention of constipation.

The leaves of cassava can be used as well. The leaves are higher in protein than that found in the roots. They also contain fibre, carbohydrates, vitamins A, B1 and essential amino acids. As with the root, the leaves are toxic and must be boiled for at least ten (10) minutes before consumption.

It is claimed that when used as traditional medicine, cassava leaves cure diarrhea and rheumatism.



Other claimed health benefits of cassava include regulating heart rate and blood pressure, reducing the risk of heart disease, building strong bones and teeth and lowering blood sugar.

Cassava Recipes

FAO Food and Agriculture Organization of the United Nations

Cassava Fact #13: Cassava is a healthier choice compared to white potatoes for diabetics.

HERB CASSAVA Barbados

<p>INGREDIENTS</p> <ul style="list-style-type: none"> 2 lbs of fresh cassava 1/4 cup celery, chopped 2 tsp minced chives 2 tsp minced thyme 1/4 tsp minced garlic 2 oz red onion, chopped 2 oz sweet pepper, chopped 2 oz olive oil 2 oz unsalted butter 2 litres water 1/2 tsp finishing salt 1/2 tsp white pepper 	<p>METHOD</p> <ol style="list-style-type: none"> 1 Wash and peel cassava and cut into 1-inch rounds. 2 Boil in lightly salted water until tender and drain. 3 Sauté herbs in olive oil and butter. 4 Toss cassava round with herbs stir until herbs evenly distributed. 5 Sprinkle with white pepper and finishing salt to taste if needed. Serve hot.
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CASSAVA CAKE Belize

INGREDIENTS

4 eggs
1 cup sugar
2 tbs margarine,
softened
1/2 cup milk
2 1/2 cups cassava, grated
2 cups coconut, freshly
grated
1 cup wheat flour
1 tbs baking powder
extra margarine
extra wheat flour
sugar and cinnamon

METHOD

- 1 Preheat oven to 350°F.
- 2 In blender, beat eggs, margarine, sugar and milk.
- 3 Transfer mixture to a bowl and add remaining ingredients.
- 4 Grease then flour baking pan with extra margarine and wheat flour.
- 5 Transfer mixture to pan and bake till golden brown.
- 6 Sprinkle with cinnamon-sugar mixture and serve.



CASSAVA PONE Barbados

INGREDIENTS

5 lbs grated cassava
2 lbs sugar
1 lbs grated coconut
12 oz melted margarine
1 tbs ground spice or
cinnamon
1 tsp nutmeg
1/4 tsp cardamom
1/2 tsp salt
2 tbs mixed essence
4 oz raisins
2 oz maraschino cherries
1 cup milk
2 tbs butter
Water as needed

METHOD

- 1 Grease baking pans with butter and set aside.
- 2 Mix all ingredients in a large bowl.
- 3 Add enough milk and water to form puddles.
- 4 Spread mixture evenly in a greased loaf pan to create an approximately 2.5-inch thick layer.
- 5 Cover with foil and bake at 350°F for 30 minutes.
- 6 Remove foil and bake for another 45 minutes until golden brown.
- 7 Serve hot or cold.



CASSAVA BAKES Barbados

INGREDIENTS

1 1/4 cups cassava Flour
1 1/4 cups flour (regular)
1 tsp baking powder
1 tsp cinnamon
1 tsp nutmeg
1/2 tsp salt
4 tbs sugar
1/2 tsp vanilla essence
1 cup water

METHOD

- 1 Place all dry ingredients in a bowl.
- 2 Gradually add water and stir until all ingredients are combined. Mixture should be soft but not runny.
- 3 Fry spoonful of mixture in shallow or deep skillet until golden brown.

Upcoming Events

Antigua and Barbuda Beckons

CAHE 23rd Biennial conference in Antigua and Barbuda in 2019. Directions for obtaining conference information:

<http://caribbeanhomeeconomist.org/wp-content/uploads/2016/05/CAHE-Conference-Information-Package-2019.pdf>

Let's do CAHE Biennial Conference in Antigua April 2019. Antigua and Barbuda, nestled amongst French speaking Guadeloupe to the south, English speaking Anguilla to the north and St Kitts and Nevis and Montserrat to the west is a mostly low-lying limestone and coral twin island. This twin island is also blessed with some high volcanic areas. With a combined area of 441 sq km, and a population of 90,000 there are three hundred and sixty five (365) beaches (one for every day of the year).

To experience this and more, CAHE conference 2019 is a must. See you there.....

Upcoming Events...

Call for papers for the IFHE Leadership Meeting and CAHE Conference 2019.

CAHE Competitions for World Food Day under the theme 'Agro Processing: Mitigating Food Security Risks for Sustainable Development.' The three competitions will be:

- An essay competition
- A poster competition
- A product development competition

Stay tuned for the guidelines on www.caribbeanhomeeconomist.org or the Facebook page.

- » *World Food Day, 16th October, 2018*
- » *CAHE Special Executive Meeting in September 2018*
- » *International Federation for Home Economics (IFHE) Leadership meeting and Conference in Trinidad and Tobago in 2019 <https://www.ifhe.org/ifhe/meetings/ifhe-annual-meeting-2019/>*
- » *International Federation for Home Economics (IFHE) World Congress in Atlanta, Georgia, USA in 2020 <https://www.ifhe.org/ifhe/meetings/ifhe-world-congress-2020/> Visit the International Federation for Home Economics (IFHE) at www.ifhe.org to keep in touch with Home Economics around the World.*

PROFESSIONAL CERTIFICATION

Professional Certification is a stamp of approval from a professional body. It is based on educational qualifications and participation in professional development programme/activities. It encourages practitioners to remain on the cutting edge of professional practice.

APPLICATION FEE US\$50.00

Who can apply?

– Members of the Caribbean Association of Home Economists Inc.

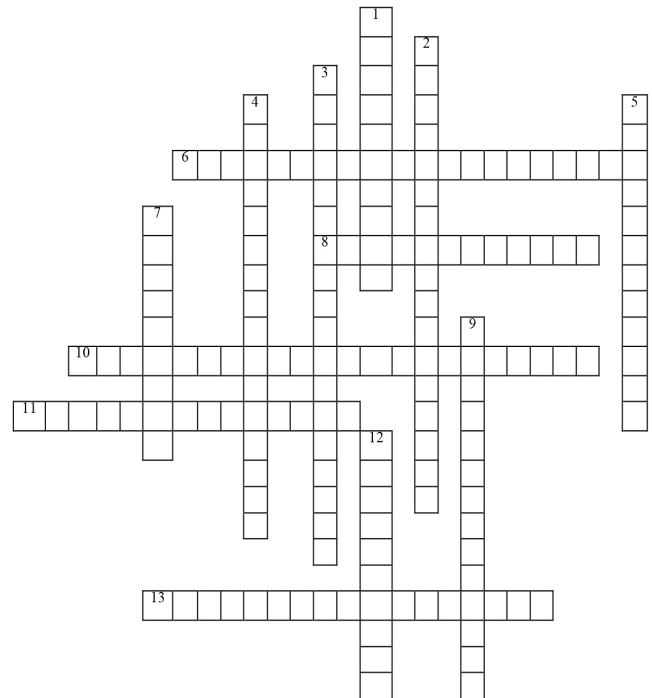
The Professional Certification Process

- Accumulate Professional Development Units (PDU)
- Obtain documents verifying the authenticity of the PDU
- Send information along with a cheque for US \$ 50.00 or discounted fee.
- Wear your pin with pride
- Proudly use the letters behind your name.

Application forms and other information are available on the CAHE website, www.caribbeanhomeeconomist.org.



Home Economics Crossword Puzzle



Across

6. resources that cannot be replenished by natural process
8. the total of all the variety of organisms in a specific area
10. a way of using natural resources without depleting them or causing long-term environmental harm
11. the presence of too many individuals in an area for available resources
13. occurs when individuals of a population reproduce at a constant rate

Down

1. group of organisms of the same species that live in the same area
2. number of individuals per unit area
3. resources that can regenerate if they are alive
4. the number of organisms of one species that can be supported in an environment
5. refers to the number of people of each different age level within a population
7. unwanted change in the environment that is caused by harmful substances, wastes, gases, noise, and radiation
9. as resources become less available the population growth rate slows or stops
12. study of info about human populations



CARIBBEAN ASSOCIATION OF HOME ECONOMISTS INC.
C.A.H.E 1972

HOME ECONOMICS FOR A BETTER CARIBBEAN COMMUNITY

c/o Samuel Jackman Prescod Institute of Technology, Wilkey, St. Michael, Barbados, West Indies
Tel: (246) 535-2200 Email: secretary@caribbeanhomeeconomist.org

Website: www.caribbeanhomeeconomist.org

APPLICATION FOR
PROFESSIONAL CERTIFICATION OF MEMBERS OF
THE CARIBBEAN ASSOCIATION OF HOME ECONOMISTS

Instructions:

PLEASE PRINT ALL INFORMATION

Title _____

First Name _____ Middle Initial _____

Last Name/Surname _____

Sex (tick one) Male ☐ Female ☐

Mailing Address _____

Country: _____

Home Telephone # () _____ Work Telephone #: () _____

Fax # (if available) () _____ E-mail _____

CAHE Membership #..... (Required)

CHECK ALL THAT APPLY

- I have attached a copy of my academic qualification
- I have attached a record **or verifiable evidence** of my professional development activities if used to earn PDUs for this application.
- I have included a Manager's Cheque for US 50.00 made payable to the Caribbean Association of Home Economists is enclosed.

☐ All information provided by me in this application is complete and accurate to the best _____ of my knowledge.

I am aware that this is an **application ONLY** and will not claim to be a Certified Professional Home Economist until this designation is awarded to me by **CAHE**.

I will not use the designation after it expires unless I have followed the required steps to **maintain/renew** my professional certification.

Applicant's Obligations:

- Payment for professional certificate **MUST** accompany each application/renewal.
- Payment for professional certificate is non-refundable.
- Application forms received **without** completed information or total payment will not be processed.
- Record of professional **development activities** must accompany application forms. Professional certificates do not contribute towards earning a degree.

Applicant's Signature

Applicant's Name (Please PRINT)

Date of Application (dd/mm/yyyy)

Mail completed application to:

The Chairperson

Board of Certification

Caribbean Association of Home Economists

Samuel Jackman Prescod Polytechnic

Wilkey, St Michael

Barbados

OR email to Prof. Geraldene Hodelin gerihodelin@gmail.com

FOR OFFICE USE ONLY

- Membership verified Yes ☐ No ☐
- Date Application Form Received
- Verification of Fees paid: Date..... Amt: \$US
- Date Application was Reviewed
- Applicant Certified Yes ☐ No ☐

Chairman's

Comments:

.....

Date of Certification: Signature:

APPLICATION CHECKLIST

- If applying on-line. Delete columns that do not apply to you.
- Be specific when stating claims. Please state **Full** name/specialization of diploma, degree; name of university etc.
- Name of course/conference/workshop/project: Please state location, duration and dates etc.

- State Name of publication, coauthors (if applicable) dates, pages

PROFESSIONAL DEVELOPMENT UNITS	TOTAL PDU's	COMMENTS
QUALIFICATIONS (MUST BE INDICATED AND UPDATED AT RENEWALS AS WELL)		
Diploma/ Teacher Training in Home Economics or Nutrition (4 PDU'S)		
Registered Dietitian (4 PDU'S)		
Bachelor's Degree in Education: Home Economics options (6 PDU'S)		
Master's Degree in Home Economics Options, Education, Nutrition, Public Health, Educational Leadership, Teacher Training, Educational Administration, Management, Community Agriculture. Others related to Home Economics as approved by the certification committee. (8 PDU'S)		
Doctorate: Education, Home Economics options, Nutrition, Health, Public Health, other related discipline—please specify (10 PDU'S)		
All qualification in allied fields not recognized in the above (2 PDU'S)		
CONTINUING EDUCATION		

Continuing education courses at tertiary level (i.e. Community Colleges, Universities, Community-based and Non-Governmental Organizations. (15 PDU'S per credit/ 30 PDU'S per year/2 semester course). List all courses completed in the time frame.		
Professionally related In-service training programmes. (15 PDU'S per credit/ 30 PDUS per year/2 semester course)		
Internship (1 PDUS for each 30-hour week)		
Educational fellowships and or Approved Study tours (2 PDU'S) per week		

REGIONAL EDUCATIONAL ACTIVITIES SUCH AS CARIBBEAN EXAMINATIONS COUNCIL (C.X.C.) OR OTHER LOCAL EXAMINING OR EDUCATIONAL BODIES, INSTITUTIONS AND ASSOCIATIONS (HOME ECONOMICS)

Education Officer (Home Economics) (5 PDU'S)		
Dean/ Principal (5 PDUS)		
Dean/ Head of Faculty — Higher Education (5 PDU'S)		
Vice Principal (4 PDUS)		
Dean/Head of Department Secondary School (3PDU'S)		
CXC Panel Member (3 PDU'S)		
Chief examiner (5 PDU'S)		
Assistant Chief examiner (4 PDU'S)		
Examiner/Assistant Examiner (2PDU'S)		
Item Writer (3 PDU'S)		
President local professional organisation (3 PDU'S)		
Executive member local organisations (2 PDUS)		
(Give position)		

EDUCATIONAL MEETINGS

Executive member of the Caribbean Association of Home Economists or the International Federation for Home Economics (5 PDU'S) per year		
Active Corresponding Member /Programme Committee Member of the Caribbean Association of Home Economists or the International Federation for Home Economics (2 PDU'S) per year		
Paid up Member of the International Federation for Home Economics (4 PDU'S) per year.		
Verifiable attendance at regional or local professional conference (IPDU)		

Professional conferences and Leadership Training hosted by national, regional and international Home Economics organizations. Attendance per session verified. (1 PDU per contact hour of attendance).		
Meetings, conferences or training workshops/seminars conducted by affiliate agencies. Attendance per session verified. (1 PDU per contact hour of attendance)		
Attendance at Executive/ Leadership meetings (2 PDU'S)		
Educational Tours (2 PDU'S)		
Overseas study tours (3 PDU'S's)		
Viewing educational exhibitions (2 PDU'S)		
INNOVATIVE PROJECTS AND PRESENTATIONS		
Presentations at professional activities e.g. conferences, workshops, seminars, leadership training. Give details (4 PDU'S for presentation)		
Poster presentations/Sessions. (3 PDU'S for presentation)		
Competitions at national, regional or international level. (1 PDU for entering ; 4 PDUS for placing or special recognition ; 8 PDU'S for 'winning').		
Participation in Curriculum Showcases (2 PDU'S)		
Exhibits: professional, trade or educational exhibits (2PDU'S)		
Organising field trips /educational tours in Home Economics (2PDU'S)		
Developing educational projects e.g. Healthy Lifestyle, Family security, Sustainability (3PDU'S)		
Managing community project in Home Economics (4 PDU'S) describe		
Working with community project in Home Economics or allied field (4PDU'S)		

PUBLICATIONS		
Publications: Author to Home Economics or other educational Text book, (45 PDU'S)		
Publications: Co-author to Home Economics or other educational Text book, (36 PDU'S)		
Publications: Contributing Author to Home Economics or other educational Text book, (25 PDUS)		
Developing and publishing educational games (30 PDU'S)		
Development of software packages for use in schools or other educational projects in Home Economics or allied fields (45 PDU'S)		
Co-development of software packages for use in schools or other educational projects in Home Economics or allied fields (45 PDU'S)		
Contributor to the development of software packages for use in schools or other educational projects in Home Economics or allied fields (25 PDU'S)		
Publishing in educational journal: single author (10 PDU'S)		
Publishing in educational journal: senior author (8 PDU'S)		
Co-author of published article in educational journal (5 PDU'S)		
Letters to the Editor of CAHE Journals and Quarterly (2 PDU's)		
Book reviews in professional journal or CAHE Quarterly (3 PDU'S)		
Original article in published CAHE Quarterly (2 PDU'S)		
Articles adapted and published in CAHE Quarterly (1 PDU)		
Professional paper published in CAHE Quarterly (2 PDU'S)		
Supervisor of Academic Theses and projects: Give Title and institution (3PDU's)		
GRAND TOTAL		

The Gwendolyn
Tonge**Scholarship Award Programme**
APPLICATION FORM**I - AWARD INFORMATION**

- A. The Gwendolyn Tonge Scholarship Award initiated by her in 1981, is a nonrenewable stipend awarded annually to a student who most exemplifies the qualities portrayed by Gwendolyn Tonge during her more than twenty-five (25) years of service to the Caribbean Association of Home Economists (CAHE). Mrs. Tonge served as CAHE's President from 1977-1981, and was the first Home Economics Supervisor in Antigua in 1952. She has coauthored the currently used text book series, Caribbean Home Economics in Action, and is the recipient of local, regional and international awards. Mrs. Tonge was appointed a Senator in the Government of Antigua and Barbuda in 1994.

The Gwendolyn Tonge Scholarship Award recipient will receive a stipend of US \$3,000.00. These funds will be disbursed in two installments (semester basis).

REQUIREMENTS

- ~ Be enrolled in Bachelors or Master's degree programme degree related to Home Economics at an accredited institution.
- ~ Have excellent academic record for current programme Grade B average in core courses.

HOW TO APPLY

For CAHE members with four (4) consecutive years of membership

- ~ Must not be the current recipient of any other CAHE award in the same year.
- ~ Complete the standard application form
- ~ A statement from the applicant outlining long-range goals and how this degree will assist in meeting those goals.
- ~ Official transcripts from University must be submitted.
- ~ Three references on the applicant's academic and professional ability. At least two in the applicant's major field of study.
- ~ Download, complete and send us your application form.

The Gwendolyn
TongeScholarship Award Programme
APPLICATION FORM1. Name in Full: _____
(Last) (First) (Middle)2. Present Address (Street) _____
(City) _____ (State/Zip) _____
Present Home Number: _____3. Permanent Address: (Street) _____
(City) _____ (State/Zip) _____
Permanent Home Phone Number: _____

4. Place of birth: _____ Citizenship: _____

5. Social Security Number: _____ ID Number: _____

6. Baccalaureate Programme: _____

7. Date of Enrolment: _____

8. Academic honours and scholarly activity (include deans list, scholarships received)

9. Extracurricular activity (Include memberships in organisations and offices held)

10. List the names and addresses of three persons who are able to evaluate you, academic and professional experience and ability and who are expected to submit a reference report on your behalf. At least two should be persons with whom you have worked in your major field.

11. Attach a brief statement of your long-range professional goals and how a bachelor's degree will assist you in meeting these goals.

12. Signature of applicant: _____ Date: _____

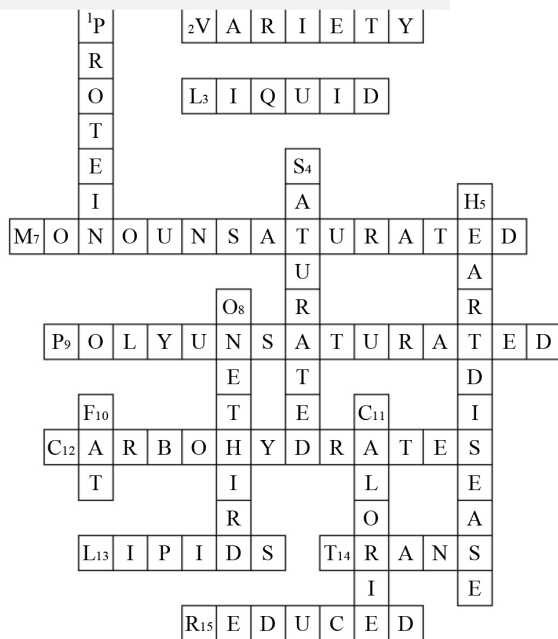
13. Approval of Dean: _____ Date: _____

Has this student been admitted to year 2, 3, 4: Yes () Under Consideration ()

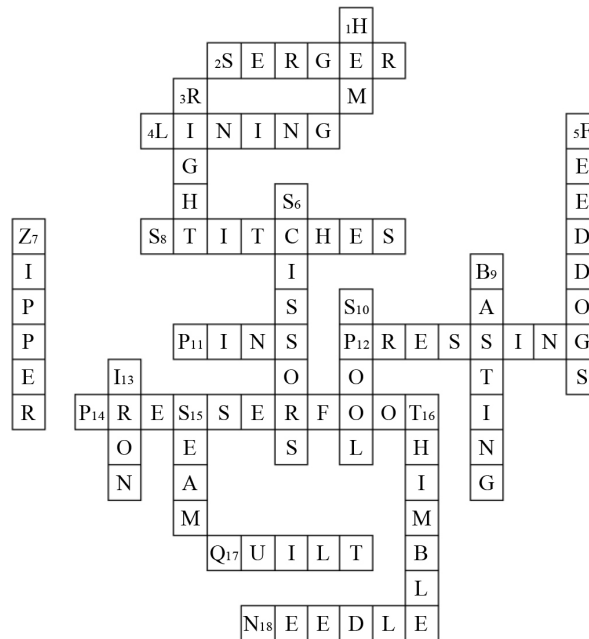
Application materials must be submitted to: The Chairperson, Education Committee
Caribbean Association of Home Economists

Crossword Puzzle Solutions

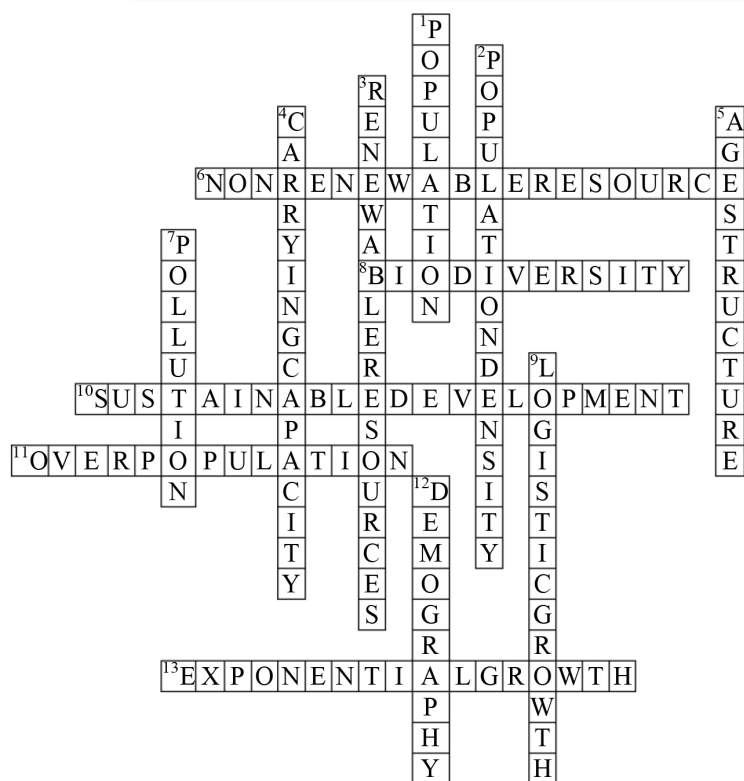
NUTRITION SOLUTIONS



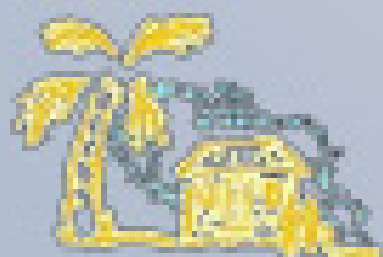
CLOTHING AND TEXTILES SOLUTION



HOME ECONOMICS MANAGEMENT SOLUTION



Caribbean Association of Home Economists Inc



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