

Feeding the Family: Exploration of Mothers' Experiences and Practice

APPENDICES 1 -15

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APPENDIX 1 SEARCH STRATEGY

Papers of interest: Mothers' family feeding practices and experiences – excluding those concerned solely with breast feeding; child medical conditions; and participant situations not relevant to UK White Mothers e.g. Indigenous, cultural, etc. Papers reporting on parents feeding practices included.

Search	Terms and Exclusions	Relevance Criteria applied
Search 1 Boolean Search Full text; Peer Reviewed; 2004 - 2014	'Child* feeding practice*' NOT Breast Feeding NOT weaning NOT Complementary	355 retrieved; when exact duplicates removed 182 remained. Papers considered not relevant included focus on Breast Feeding; Family Feeding in remote Indigenous Cultural Situations and Religious Traditions; Feeding problems associated with low birth weight babies; Child Growth Stunting and Malnutrition in developing countries; Children with Special Diets and / or Child Feeding problems of Organic origin: Cleft palate, and cerebral palsy; Oral Health; and Maternal HIV leaving 69 relevant papers which

		were extracted onto Endnotes database.
Search 2 Boolean Search: Full text; Peer Reviewed; 2009 - 2014	Mother* Feeding practice* NOT Breast Feeding NOT weaning NOT Complementary	469 papers retrieved become 230 when exact duplicates removed. Similar topics excluded as in Search 1 above leaving 129 studies. These papers were exported into Endnote Library and incorporate with papers from search 1. When duplicates removed from the library a total of 74 papers remained
Search 3: Boolean Search: Full text; Peer Reviewed; 2000-2014	'Family Feeding' AND Mother* NOT Breast Feeding NOT Weaning NOT Complementary Feeding NOT Infant Feeding	220 Papers retrieved. Exact duplicates were removed and relevance criteria applied. 24 papers remained which were exported and incorporated into Endnote library. Removal of duplicates from library left a total of 78 papers in library
Search 4: Boolean Search: Full text; Peer Reviewed; 2000-2014	'Feeding Practices' AND mother* OR 'Maternal' AND Experience* NOT Breastfeeding NOT	49 papers were retrieved and with removal of exact copies were reduced to 21. Papers dealing with

	Weaning NOT Obesity NOT Infant Feeding.	experience of midwives, mothers experiences of feeding children with medical conditions and feeding disorders and bottle feeding experiences and experiences of mothers with diagnosed HIV were eliminated leaving 9 papers. Exported and incorporated into Endnote library. Remove duplicates leaving total of 83 papers
Search 5: Full text; Peer Reviewed; 2009 - 2014	'Mother* experience' AND Feeding AND Qualitative NOT Breastfeeding NOT Weaning NOT Obesity.	21 papers retrieved. Papers dealing with experiences of feeding in situations of extreme poverty in developing countries were excluded as not relevant to the UK; experiences in the context of mothers with HIV were also excluded; experiences in the context of breast feeding, and in the context of child clinical conditions were excluded and also nurses experiences and mothers experiences of nursing care. 3 studies remained

		and were added to endnote library making a total of 85 papers.
Search 6 Boolean Search, Full text; Peer Reviewed; 2009 - 2014	Mother* Feeding' AND 'Participatory Research'	Two studies retrieved: Neither relevant as both papers reported mothers' participation in health promotion services and interventions.
Search 7: Boolean Search: Full text; Peer Reviewed; 2009 - 2014	Mother* Lived experience' AND Feeding	10 Papers retrieved. All but 1 paper related to professional experience. 1 relevant. Added to library making a total of 86 papers.
Search 8: Full text; Peer Reviewed; 2009 - 2014	'Mother*' AND 'Lived experience' AND 'Family Meal*'	0 Papers retrieved
86 Papers accessed as above, formed the basis of my analytical literature review which is reported upon in the Thesis.		

APPENDIX 2

Variables of Interest to Researchers Categorised as Maternal/Parental or Child Related Entities

(Full Reference to be found in Thesis)

Quantitative Studies		
Author	Maternal / Parental Related Entities	Child Related Entities
Anderson and Whitaker (2010)		Exposure to Routines (regularly eating the evening meal as a family, obtaining adequate sleep, and limited screen-viewing time); Child Obesity
Anzman and Birch (2009)	Feeding Practices	Child Weight; and Child Eating Behaviours
Bergmeier et al. (2014)	Feeding Practices; Parenting Styles; and Mother–Child interaction;	Child Temperament, Eating Behaviours; AND BMI
Blissett and Bennett (2013)	Feeding Practices; Eating Behaviours and Culture	Child Weight

Blissett and Haycraft (2011)	Feeding Practices; and Eating Disorders	Child Eating Behaviours
Braden et al.(2014)	Feeding Practices; Depression; and Binge Eating	Child Eating Behaviours
Crawford et al. (2012)	Feeding Practices (Instrumental); Maternal Efficacy for Physical Activity; and Provision of TV in Bedroom.	Child Weight
Crombie et al.(2009)	Maternal Knowledge, Beliefs and Feeding Practices (preparing and cooking food, provision of fruit and controlling sweets)	Nutritional Quality of Child Diet
Essery et al.(2008)	Maternal Feeding Practices; Knowledge	
Fiese et al.(2006)	Maternal Belief, Routine and Ritual Elements in Family Mealtimes	Child Wellbeing
Fiese et al.(2012)	Socio Economic Factors and Family Mealtimes (time engaged with each other during the meal,	Child Weight and Obesity

	positive communication, and considering mealtimes important and meaningful)	
Fisher et al. (2013)	Maternal Feeding Styles: Indulgent and Authoritarian	Nutritional Quality of Child Diet
Galloway et al. (2005)	Maternal Dietary Modelling; Controlling Feeding Practices	Child Eating Behaviours (Pickiness), Nutritional Quality of Child Diet; and Weight
Gholamalizadeh et al.(2014)	Feeding Practices; Establishing Controls; Weight Management Efficacy Lifestyles	
Gross et al. (2013)	Feeding practices; Maternal Mental Health; Un-involvement	Child Obesity
Gross et al.(2013a)	Mental Health; Feeding Practices	Child Overweight and Obesity
Grzywacz et al.(2010)	Employment; Feeding Practices (use of commercially prepared foods)	Nutritional Quality of Child Diet
Haycraft and Blissett (2010)	Romantic Relationships	Child Eating Behaviours and Feeding Practices
Haycraft et al. (2013)	Maternal Depression; Feeding Practices	

Hendy and Williams (2012)	Feeding Practices	Child Demographic Factors (Gender, Age, Weight status, and Family Income)
Hendy et al. (2009)	Parent Mealtime Action Scale (PMAS): Seven measurable characteristics: F&V availability; Use of Reduced fat foods; Positive Persuasion to eat healthy foods; Modelling of snacking; Offering child choices; Insistence of eating at meal times; and Making children different meals from rest of family.	Child Weight and Quality of Child Diet
Hoerr et al. (2009)	Feeding Styles: Permissive and Uninvolved	Nutritional Quality of Child Diet
Horn et al. (2011)	Controlling Feeding practices	Child Temperament
Johnson et al. (2011)	Individual and Family Environment: Hours of TV viewing, Taste Preferences, Foods available to children and Mothers' eating habits	Nutritional Quality of Child Diet
Karp et al. (2010)	Psychosocial Factors (maternal depression, low social support, low income) and Concerns	

	child not eating enough; and Establishment of feeding schedule	
Kiefner-Burmeister et al. (2014)	Feeding Practices; Health Related Feeding Goals	Negative Eating Behaviours (consumption of candy and snacks).
Kuyper et al. (2009)	Past Food Insecurity; Education; and Current Feeding Practices	Nutritional Quality of Child Diet
Larson et al. (2013)	Family Meals (Breakfast and Dinner)	Nutritional Quality of Child Diet
Lawrence et al. (2011)	Psychological factors (relating to control) in less well educated women; and Maternal Diet.	
Mallan et al. (2014)	Feeding Practices; Maternal Mental Health	Child Weight Gain
McCurdy and Gorman (2010)	Maternal Control; Maternal Presence; Child Choice; and Organisation of the Meal	Child Overweight
McCurdy et al. (2012)	Mental Health	

McIntosh et al. (2010)	Belief; Planning; Shopping; Motivation for Family Meals	Children's Participation in Family Meals
McPhie et al. (2011)	Relationships between Preschoolers' Mothers' Feeding Practices and Maternal Characteristics (Parenting, Eating Pathology, General Psychopathology, and SES).	
McPhie et al. (2012)	Controlling Feeding Practice and Parenting (Maternal Warmth)	Child Weight and Nutritional Quality of Child Diet
Mindlin et al. (2009)	Maternal Employment	Child Overweight
Moens et al. (2013)	Feeding Practices; Parental Functioning at Meal Times	Child Eating Behaviours
Moreira et al. (2014)	Maternal Socioeconomic Status; Health Perception; F&V Intake; and Offspring Cohabiting	Children's Perceptions of Monitoring: High or low
Morrison et al. (2013)	Maternal Eating and Feeding Practices	Child Eating Behaviours: Pickiness and Fussiness

Murashima et al. (2012)	Feeding Practices	Child Weight and Nutritional Quality of Child Diet
Palfreyman et al. (2013)	Maternal Modelling of Eating Behaviours; Reported Symptoms of Maternal Eating Psychopathology (Anxiety and Depression).	
Papaioannou et al., 2013a)	Feeding Styles in Low Socioeconomic Status Families	Nutritional Quality of Child Diet
Payne et al. (2011)	Controlling Feeding Practices and Maternal Concerns for Child Weight	
Pettigrew and Pescud (2013)	Knowledge (Salience of Food Labelling}	Child Weight
Pettigrew (2009)	Parents' Nutrition related Knowledge, Beliefs and Behaviours	Nutritional Knowledge
Powell (2013)	Feeding Practices and Parental Functioning at Meals	Child Eating Behaviours: Food avoidance; Healthy Foods
Rawlins et al. (2013)	Health Knowledge; and Cultural Foods	

Rhee et al. (2009)	Feeding Practices	Child BMI
Riesch et al. (2013)	Feeding Practices and Nutritional Knowledge	Child BMI
Rodgers et al.(2013)	Feeding Practices	BMI and Child Eating Behaviours
Rollins et al. (2014)	Feeding Practice (Keeping Snacks out of Reach and Not Bringing them Home	Girls' Eating Behaviours and Weight
Skafida (2013)	Feeding Practices (Children eating the same food as parents at meal times)	Child Obesity
Skouteris et al. (2011)	Health Interventions and Pre and Post Intervention Levels of Health Knowledge	
Stifter et al. (2011)	Feeding Practices (Instrumental); and Parenting Self Efficacy	Child Weight and Child Temperament
Sud et al. (2010)	Feeding Practices (Restrictive)	Child Eating Behaviours and Weight

Swanson et al. (2011)	Socio-Cognitive Predictors of Feeding Behaviours in Socially Disadvantaged Mothers of Young Children in Scotland (Intention, Perceived Behavioural Control, Attitudes and Norms: Breakfast Everyday, Cook from Scratch, and Sit down Meals).	Nutritional Quality of Child Diet
Turer et al. (2013)	High Risk Children (Risk based upon Maternal and Child Characteristics: Child Measures; Maternal Attitudes and Controlling Feeding Practices; and Overweight Mothers	Child Diet and Exercise
Tylka et al. (2013)	Association between Maternal Eating Behaviours and Maternal Feeding Practices	
Vereecken and Maes (2010)	Socio-Demographic Characteristics; and Mother's Nutritional Knowledge and Attitudes	Nutritional Quality of Child Diet

Webber et al. (2010)	Controlling Feeding Practices	Child Appetitive Traits
Wehrly et al. (2014)	Controlling Feeding Practice	Child BMI and Percentage of Body Fat
Wijtzes et al. (2013)	Maternal Education	Child Dietary Quality
Ystrom et al. (2012)	Feeding Practices; Negative Affectivity, Low Sense of Control over Child Behaviour	Dietary Quality: Child Dietary Patterns at 3 years of age
Qualitative Studies		
Carnell et al. (2011)	Parental Feeding Behaviours; and Motivations in Low Income Families	
Cook (2009)	Semantic Provisioning of Children's Food	
Duncanson et al. (2013)	Feeding Behaviours; and Attitudes of Parents	
Fulkerson et al. (2008)	Focus Groups with Working Parents of School-aged Children. Topic: 'What's Needed to Improve Family Meals?	

Fulkerson et al. (2011)	Family Meals: Parents' Perceptions of Barriers to Family Meals	
Herman et al. (2012)	Aspirations for Family Feeding in Low Income Families; and their Compatibility with Obesity Prevention Strategies	
Jastran et al. (2009)	Eating Routines	
Kalinowski et al. (2012)	Beliefs about the Role of Parenting in Feeding and Childhood Obesity among Mothers of Lower Socioeconomic Status.	
Kling et al. (2009)	Emotional 'pulse points' for Mothers' Choosing or Not Choosing to have more Family Meals.	Conclude that Feelings of guilt could be used in health promotion messages
Kling et al. (2009)	Choosing Family Meals in Low Income Families: How this information can be used in health promotion strategies	mothers indicated that using the feeling of guilt to encourage family meals might be effective
Koulouglioti et al. (2011)	Single Mothers: Children's Family Meal and Bedtime Routines	

Laurier and Wiggins (2011)	Review of Psychological, Sociological and Interactional Research on Mealtimes and Satiety (fullness): Bringing the Meal to a Close	
Malhotra et al. (2013)	Perceived Benefits and Challenges for Low-income Mothers having Family Meals with Preschool-aged Children: Childhood Memories matter and Mothers need Help	
Cook (2007)	Semantic Provisioning: Consumption, Childhood and Motherhood	
Murphy (2003)	Expertise and Forms of Knowledge in the Government of Families: Imposition of Responsibility and use of Quiet Coercions on Mothers in Health Promotion	
Noble et al. (2007)	Shopping: Despite believing that vegetables were good for children's health, mothers also	.

	perceived that it was extremely difficult to encourage children to eat them	
O'Key (2011)	A Discursive Analysis of Low Income Families' Talk about Food: No Orientation to Health .	
Slater et al. (2012)	The Aetiology of Employed Mothers' Food Choice and Food Provisioning Decisions	
Ventura et al. (2010)	The Feeding Practices and Styles of a Diverse Sample of Low-income Parents of Preschoolers: .Racial and Ethnic Differences in Strategies used to accomplish Child Feeding Goals	
Webber et al.(2010a)	Food and Retail Qualities of Importance to Low-income Households at the Grocery Store.	
Webber et al. (2010b)	Mothers Perceptions of Causes and Consequences of Eating Differences between Siblings; Maternal Strategies	

White et al. (2011)	Developing Nutritional Health Messages with Low Income Mothers: Mothers liked messages that emphasise their role as teacher, and noted benefits such as children becoming more independent and learning new skills. They doubted messages telling them to allow children to decide when and how much to eat.	
Martin and Lippert (2012)	Feeding her children, but risking her health: the intersection of gender, household food insecurity and obesity	

APPENDIX 3

Parr Community Health and Social Profile

Parr Children' Centre

In 2008 when my interest in the relationship between the practices and experiences of mothers in relation to health and health inequities began to take shape as a research project, I was Manager of Sure Start Parr Children's Centre. Sure Start is part of a UK Government Initiative through which children in areas of deprivation are intended to be better enabled to fulfil their potential health and social wellbeing through an early identification and intervention for children with unmet needs.

Children's Needs

Over 98% of the 999 Children age 0-4 years living in Parr in 2008 were at that time voluntarily registered with the centre by their parents and 96% of these received Sure Start outreach contact visits approximately three times a year when in discussion with parents, children's needs were assessed and support action plans agreed with parents. Action plans typically revolved around meeting children's basic needs for appropriate clothing, hygiene, orderly homes, healthy food and regular meals, and for their learning needs as well as behaviour management. Using categories of need described in the St Helens Welfare Continuum which included health, education and social care descriptors, over 33% of children age 0-4 years in Parr were deemed to require more than the universal levels of support provided to all children, if they were to have a chance of overcoming the adverse individual and family situations in which they lived. The number of children requiring additional support was by far the highest in Parr when compared to figures from other children's centres.

Children's Centre Targets

In addition to supporting individual children, the Children's Centres are tasked to work in partnership with parents and agencies to bring about measurable improvement in specific areas related to child wellbeing: to increase the current low

number of children who are breast fed; to reduce the high number of children who become obese; and to improve the school readiness of children particularly in the areas of development in which the learning of disadvantaged children is seen to falter: language, literacy and communication skills and social and emotional development.

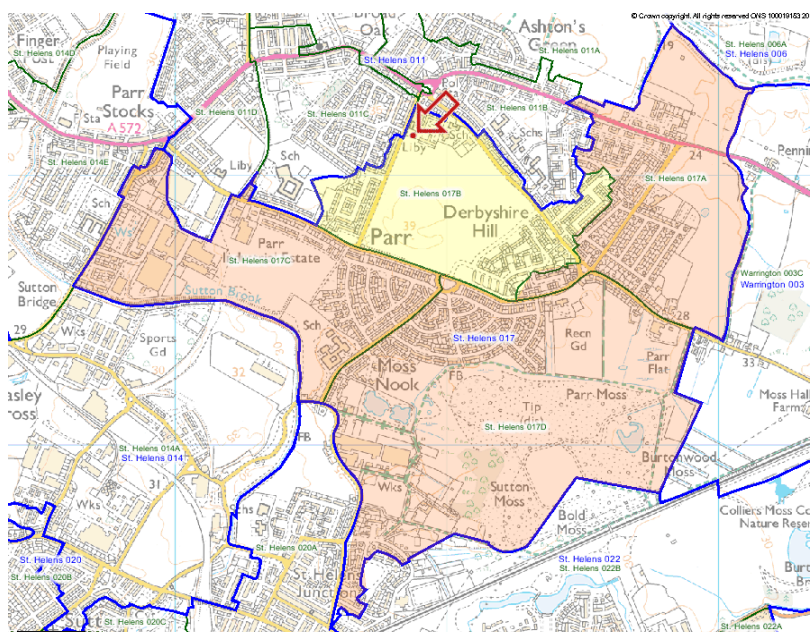


Figure 1 Location of Parr Children's Centre

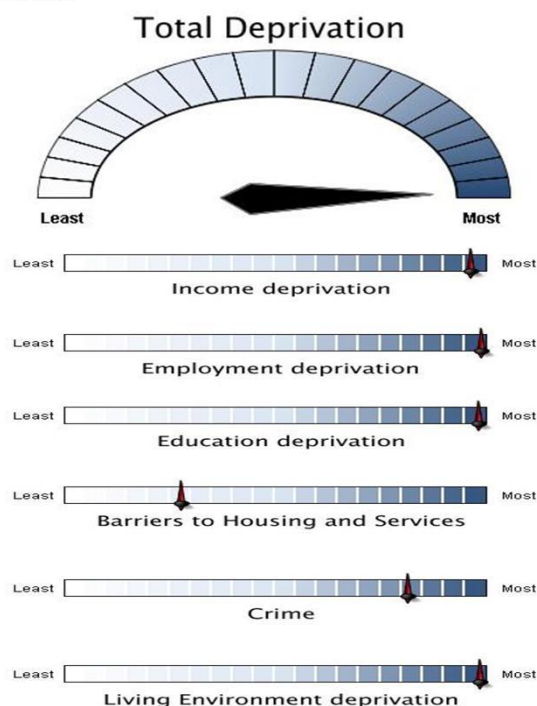
Social Determinants and Health in Parr

The neighbourhood in which the children's centre is located is in the top 1% of total deprivation in UK (ONS, 2010) see figure 2 below. St Helens Analysis and Research Exchange (SHARE, 2014, SHARE, 2011-12), have found that more than 44% of children in Parr during 2010 lived below the poverty line in workless households and this is much higher than the St Helens average (25.42%) and more than twice the average percentage across England (20.78). Among children age 0-5 years living in Parr during 2012, 33% lived in lone parent households (Information provided directly to the centre by St Helens LA Information Office), a family structure associated with an increased likelihood of family poverty (National Statistics, 2013).

High levels of poverty among children can reflect both family structure and also the overall low levels of adult skills in the community which makes people from Parr less

employable than those from other parts of St Helens and in the UK. As shown in figure 3 below, the percentage of people over 16 years having no qualification is almost twice the average of that across England.

Data on the Neighbourhood in which the children's centre is located



Accessed from Neighbourhood Statistics (ONS) January 2014
These data are taken from the Indices of Deprivation 2010

Figure 2 Deprivation in the Local Neighbourhood of Parr Children's Centre, St Helens.

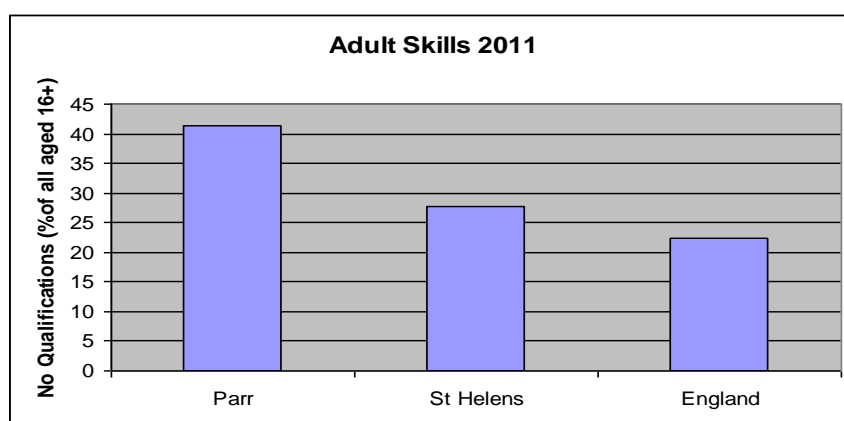


Figure 3 Percentage of population aged 16+ who have no accredited qualifications. Graph created by author from Data extracted from SHARE 2014

But in addition to the low levels of adult education and skills, poor health also curtails employment of people in the community as shown in Figure 4 below, which was compiled by the author using data extracted from SHARE (2014). The table indicates that the higher than average levels of unemployment in Parr when compared to St Helens and England are in part explained by high levels of sickness and disability in the community.

Description of Benefit	Categorical Descriptors	Parr	St Helens	England
	Unemployed people (% of all aged 16-74) (2011)	8.58	5.12	4.32
	People permanently sick or disabled (% of all aged 16-74) (2011)	11.65	6.67	4.05
Primary benefits paid to people of working age (16-64 years) who are unable to work through illness	Incapacity Benefit claimants (% of working age population) (Q01 2013)	5.4	3.49	2.2
	Employment Support Allowance claimants Total (% of working age population)(Q04 2012)	9.19	5.51	3.48
	Incapacity Benefit claimants, disease code is 'Mental' (% of Incapacity Benefit claimants) (Q01 2013)	46.12	40.92	42.69

Figure 4 Percentages of unemployed and categories of claimants unable to work through sickness

Among those claiming incapacity benefits, the largest category of illnesses is coded as 'mental', and relates to mental illness or disability. When the percentage is applied to the percentage of work age population receiving incapacity benefits, it shows 2.4% of the working age population in Parr are unable to work owing to mental conditions in comparison to 1.42% in St Helens and 0.93% in England See Figure 5 below:

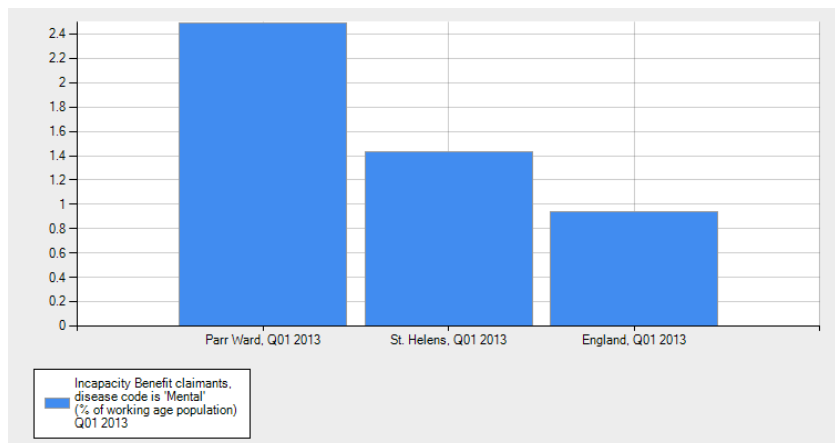


Figure 5 Extracted from SHARE 2014: Proportion of People claiming Incapacity Benefit for Mental Health reasons

Mental Health

The high proportion of people claiming Incapacity Benefit for Mental Health reasons, concurs with epidemiological reports of higher levels of mental health problems in deprived areas (Foresight, 2008). Poor mental health is consistently associated with unemployment, less education, low income or material standard of living, in addition to poor physical health and adverse life events (WHO, 2000, Patel, 2005). Findings that indicate that depression, for example, is 1.5 to 2 times more prevalent among low-income groups of a population (Foresight, 2008) lend support to the anecdotal reports of practitioners working in the Parr who say that mental health problems are a significant health issue among mothers of young children in the community. The Lone Parent Employment Advisor for example, who works from the Children's Centre, also noted that very high numbers of Lone Mothers told him that anxiety and depression prevented them from actively seeking training or employment. Health Visitors in Parr do not formally collect or produce data relating to the mental health of mothers on their caseloads, but they report their awareness of the high numbers of post natal depression they come across in Parr. One health visitor estimated that almost 1 in 3 of the mothers she visited had experienced post natal depression and a Sure Start Colleague working with Teenage Parents in a capacity not related to health, found that over a half were on medication for depression. Living in a deprived community almost inevitably means that mothers will face additional disadvantaging challenges in their daily lives, but as mental health is a key determinant in individuals

agency (Foresight, 2008), high rates of mental illness which impairs the ability to deal with circumstances, may compound the impact of deprivation.

Crime and Safety

Crime most obviously impacts upon health when it results in injury or death. How people perceive levels of crime however, can influence how safe they feel, and anti-social behaviours which are acts of harassments can cause distress and anxiety, destroying quality of life for individual s and in communities. A Local Authority Poll undertaken in Parr 2012 showed that respondents identified Key Community Priorities as follows:

- Anti-social Behaviours (23% of Votes)
- Domestic Violence (15% of votes)
- Alcohol and Drug related Crime (14% of Votes)

The poll revealed that 94% of respondents thought it was important for the Community Safety Partnership to reduce crime and disorder in their community. Only 75% of respondents reported that they felt safe in the area that they lived while 25% did not.

	Parr Ward	St Helens	England
Anti -Social Behaviour Incidents			
Anti -Social Behaviour Incidents per 1000 population (FY 2009/10)	84.1	56	N/A
Anti -Social Behaviour Incidents per 1000 population (FY 2010/ 11)	72	45.1	N/A
Recorded Crime Offenses			
All recorded Crime per 1000 population (FY 2010-11)	87.5	65.1	N/A
British Crime Survey recorded Crime Offenses (FY2010/11)	45	29	N/A
Burglary Dwelling recorded offenses per 1000 population (FY 2010 /11)	3.1	3.4	N/A
Criminal Damage recorded Offenses per 1000 population (FY 2010/11)	23	11.9	N/A
Source: Merseyside Police Intelligence Unit (St Helens)			

Figure 6 Anti-Social and Recorded Crime, Data Source SHARE (2014)

Figure 6 above, shows that community perceptions of feeling unsafe and of the need for reducing the antisocial behaviours is based in factual reality. Levels of all crimes except burglary, which may reflect the poor material circumstances of residents, are significantly higher in Parr than is average across St Helens.

Health Deprivation

Health deprivation in St Helens is extremely high when compared to other local authorities across England (ONS, 2014). See figure 7 below, extracted from the ONS website Jan 2014:

St Helens: Health deprivation, 2010

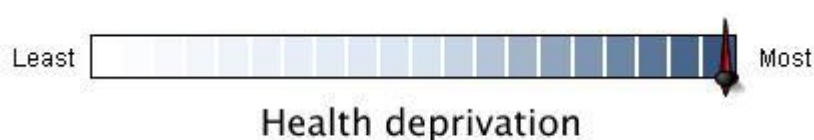


Figure 7 Health Deprivation St Helens: Source (ONS, 2014)

Loss of Years of Life

The extreme Health Deprivation in Parr is revealed by the reduced number of years of life attained by people who live here. The life expectancy of men is only 71.32 years and of women 76.75 years when compared to higher average years in St Helens and England. Figure 8 below shows the inequity gradient across St Helens is steep. Life expectancy is 11.5 years lower for men and 8.5 years lower for women in the most deprived areas of St Helens in comparison to the least deprived areas of St Helens (SHARE, 2014)

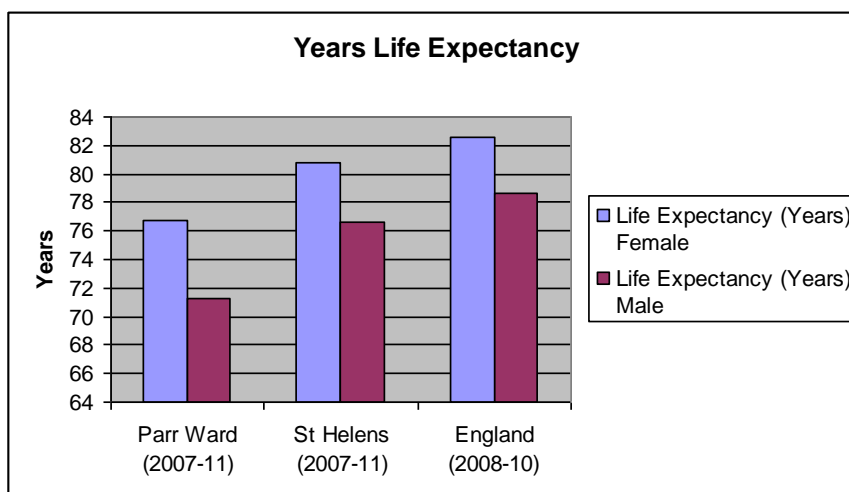


Figure 8 Life Expectancy in Parr , St Helens and England
 Data Sources: England: ONS (2014); Parr and St Helens: SHARE (2014)

Impact of Deprivation in Childhood

Perhaps unsurprisingly, the challenges of poor physical, social and emotional wellbeing faced by the adult community begin to show themselves during childhood years.

Educational Attainments

Despite improvements over recent years, as shown in figure 9 below, children in Parr achieve less favourably in their GCSE exams than children in other parts of St Helens.

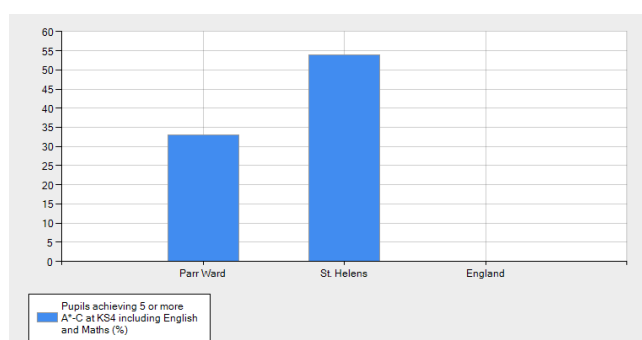


Figure 9 Percentage of pupils (resident in St Helens and attending St Helens Schools) who have achieved 5 or more GCSEs at grades A*-C, including English and Maths in 2011-2012
 Source SHARE (2014)

Childhood obesity

While rates among younger children have declined from 18% in 2009 to 8% in 2011-12, as shown in figure 10 below, the prevalence among children age 10-11 years is higher than local and national averages. The increased risk of obesity with increased age observed in Parr is in keeping with increasing age related risk nationally (National Obesity Observatory, 2013).

Although improving reductions in the rates of children becoming obese in year 6 have been achieved in St Helens, it has not been achieved in Parr where rates appear to be escalating (see figure 10 below). The escalating gap between rates of childhood obesity in Parr and the average rates across St Helens and England reflects a national pattern of higher prevalence among children living in the most deprived areas around the country (National Obesity Observatory, 2013), an inequity gap that is widening (Hancock et al., 2013). By year 6, the percentage of children in Parr who are obese has risen to 25% matching the percentage of adult obesity in St Helens (SHARE, 2014). See Figure 11 below.

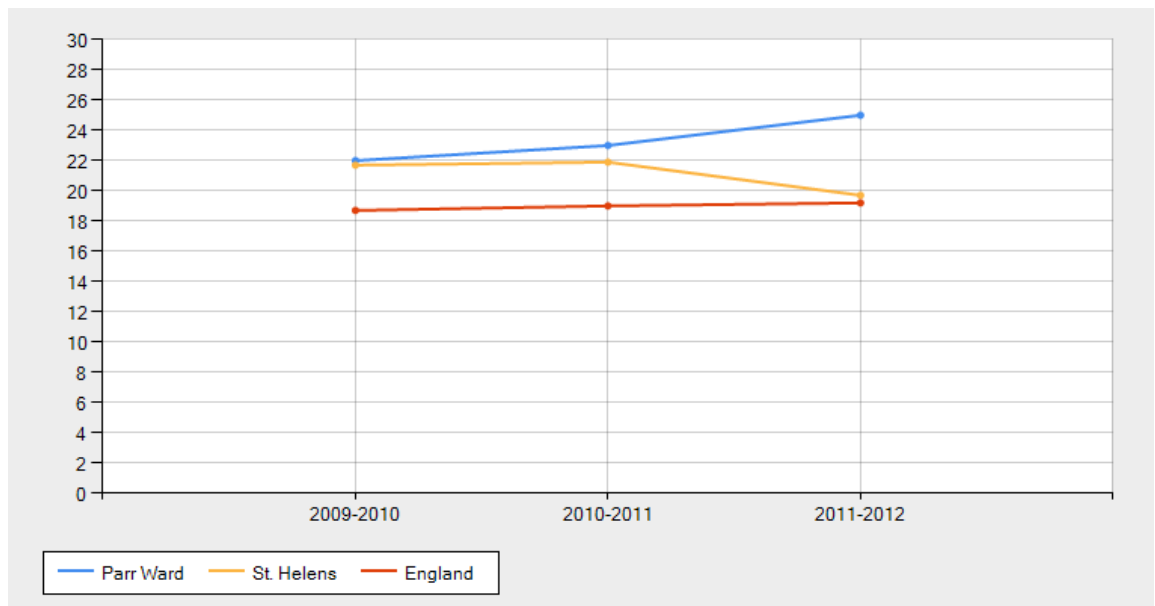


Figure 10 Change in obesity level in Year 6 pupils. Chart extracted from webpage SHARE (2014)

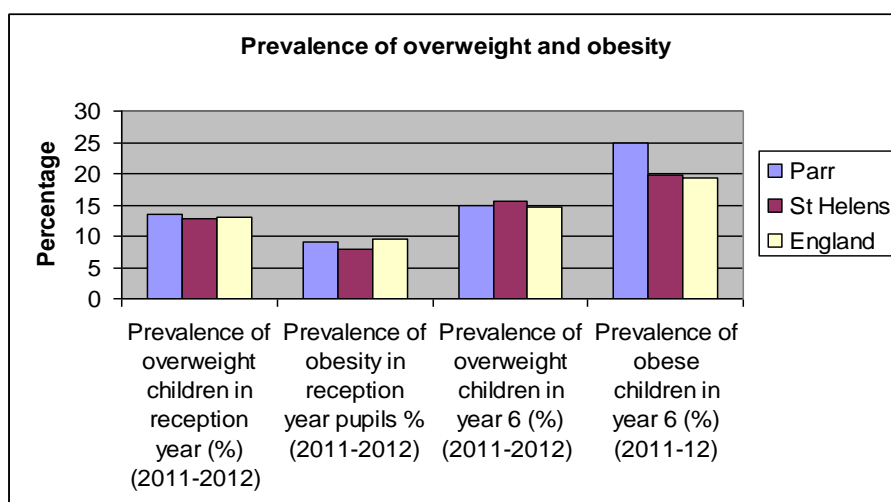


Figure 11 Prevalence of overweight and obesity, compiled by the author from data extracted from SHARE (2014),

Levels of Exercise

As shown in figure 12 below, on average 60% of children in St Helens are physically active, a rate that is slightly higher than National averages (55%). The low levels of adults taking recommended level of exercise reflect the low levels across England.

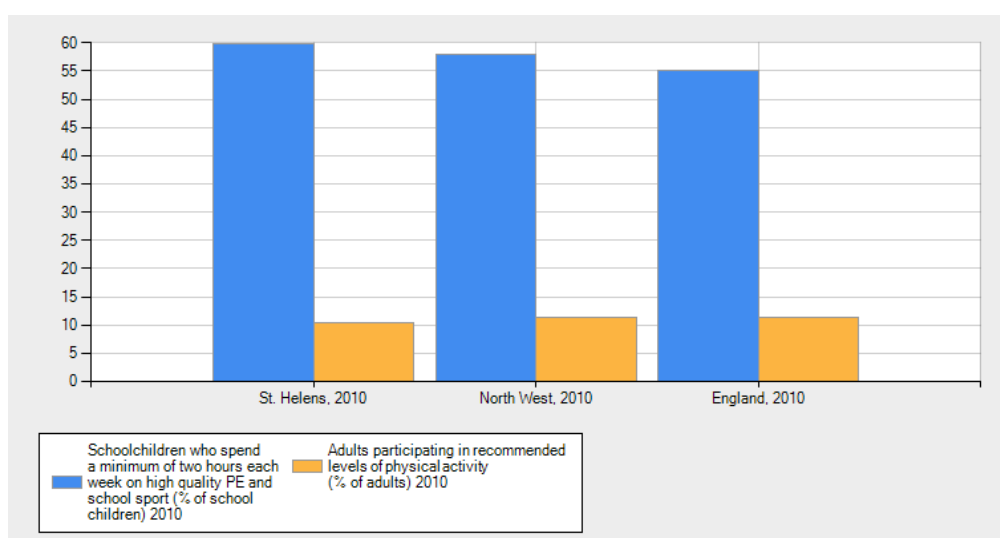


Figure 12 Proportion of children who are physically active: Source Sport England ONS 2014


Summary

In summary, the community of profile shows that levels of social determinants of health likely to lead to health deprivation in a community are high; and measures of health deprivation show it is significantly higher in Parr than in other parts of St Helens and the UK in general.

APPENDIX 4

Presence Data Matrix

TRAINING B. PRESENCE DATA MATRIX

Appendix 2 Data Matrix Tool		People	Place	Objects	Thoughts	Feelings
Time	Action	Variable	Variable	Variable	Variable	Variable
6-30	Woke woken up by beeping		Sleeps in my bedroom and wake me up.	be	Let me have 5 more minutes.	tired.
6-40	Came down stairs		Went into Kitchen make a cup of tea.	tea, bags little sugar milk cup.	Need to make kids breakfast can't be bothered.	tired Fed up couldn't be bothered.
6-55	Started to make breakfast Megan came down.		Kitchen.	Coated downs milk. bread.	Feeling more awake	Felt ready for the day.
				butter. knife spoons.		
7-15	Get the kids ready		bathroom	toothpaste toothbrush flannel water.	Struggling to get all three children wash and brush teeth	was frustrated. when all three were done.

APPENDIX 5

Teaching Tool - Growing a Story

Part 1: Growing a Story through Investigation and Reflection

When watching TV drama we enter into the scene as invisible characters. We can watch the other characters acting but they are unaffected by our watching presence. In a mystery drama something is happening that we do not fully understand because we do not have all the information we need to put all the parts together. The 'Detective' helps us to understand and make sense of what we are watching. He builds up a story from the seemingly disconnected pieces of information we have presented to us in the different scenes we view. Through his questions and the answers he is given, and through his expressed reflections on what he is told and what he observes, he helps us find the thread that links all of the characters in some way, and makes sense of what they do and say. In the end we know what was done, who done it and why it was done.

If we learn the skills of asking questions we can 'grow a story' from what might at first seem to be small bits of unconnected information.

Story Parts

Meaning is established in different parts of the story:

1. Location and Places

The places set the scene – they present the wider context in which the action happens: the holiday romance set in Greece, the body in the library set in a stately home, the spy on a Russian train hiding from the enemy etc. Also a public or private place indicates something about the story: a volley ball game on the beach would not be the expected setting for a passionate affair, while we would not be surprised to see a proposal of marriage over a candlelight dinner in a secluded corner of the restaurant.

2. The role of time

We often learn that what we are watching is related to another event at some other time. It might be something in the past of a character that influences the behaviour

that we see. However we frequently do not have this information when we first meet the character in the story so we do not immediately understand the actions we observe.

Often the drama is presented as happening over a period of time, and we see sequences that appear to cover hours, days, weeks, years etc. In some other movies, 'flash backs' allow us to see the character prior to the time period that we are watching. Seeing the past experience and actions of a character helps us to get greater knowledge of them than we could gain from watching them in the present and it enables us to form a judgment about the qualities of the character.

3. Characters

We learn about the characters through what they say and do, and what other people say about them. We make some judgment about the characters through these things: e.g.: is this character the detective or the criminal, or are they the unwitting dupe, or the plotter etc.

4. Actions

We observe the actions and behaviours; we see who is doing what and to whom. We also learn about people's actions from listening to the characters' conversation about others.

5. Motives

Motives are the reason for the characters' behaviours and actions. When we understand the motives, we have the full story. We can make sense of it all. We might begin to interpret what we are now seeing in a different light, for example a seemingly unimportant line by a character might now become evidence that they intend to throw suspicion on someone else.

6. The role of the detective

The detective highlights the significance of what he has observed; he also asks the questions that provide us with the knowledge we need to know so as to understand the story. We see how the people relate to one another and to places and things through their thoughts and feelings and their actions. The answers to the detective's questions and the conclusions he draws enable him (and us) to understand what was really happening in the scenes we saw. When we make sense then we know the meaning of what is happening and the mystery is solved.

Group Work Scenario: Body in the Library Mystery

Six Guests have been invited to a rich country house for the weekend. They all met their hosts at different times and in different circumstances. One appears to be childhood friend, another a business acquaintance, while another is the local doctor etc. They all know the host but each of them only knows one or two of the other guests. After dinner they retire to the drawing room where they talk about politics and some of them go to the library to get a book to read. As they are about to retire to bed, they discover a body in the library. It is one of the guests, he has been poisoned and no one knows who done it. When the local detective is called in what sorts of questions will he ask to try to understand what really happened? It is likely he will want to know what happened and what was said during the evening that might explain the murder.

Part 2: Using Research Vocabulary

1. Multiple Perspectives

As two heads cannot occupy the same space we inevitably see things from slightly different angles. As no two people have the same back ground knowledge and experience we understand what we see and hear etc., in slightly different ways. We recognize this in our everyday language:

To hold 'a point of view' means holding a personal understanding of something but seeing 'eye to eye' with someone means your understanding of something is similar. You can agree on something while seeing it from your own perspective. .

2. Perspective

We describe things to other people to 'put them in the picture', that means they can see how we view something from our perspective. If the person can see our perspective but holds a different view then we can agree that there is more than one perspective.

3. Reflection

When we think about our thoughts, or what is described or what we see etc. – this is reflection.

4. Dialogue

When we express our thoughts and feelings and observe and listen to others this is called dialogue. It is communication in words and in actions and feelings.

APPENDIX 6

Table of Questions

Questions	Sort of information
Who has been murdered?	The name
	What character part e.g. the old school friend etc.
How was he murdered?	Description or explanation of an action
Why do you think he was murdered?	Guess / intuition / Imagination
Why did you come to the house tonight?	Explanation
	Names and character part
Who was in the house at the time of your arrival?	Time
What time did you arrive?	
Who did you speak to during the evening ...?	Name
Where did the conversation take place?	Place/ Location

What was happening when you left the room?	General description of what people were doing
Describe exactly what you saw...?	Detailed description of what you observed
Who else was in the library with you?	Name and character
What did you talk about?	Content of conversation: dialogue
Why do you think he said that?	Explanation
How was the comment made?	Descriptions of actions
Why did you go to the library..?	Reason or motive for actions
What were the other people doing when you were talking..?	Descriptions of others actions
What were your thoughts about what was happening?	Thoughts and understanding of what was taking place
Did you notice anything odd during the evening?	Observation based on what was different

What did you feel about this or that person or what they were doing....?	Feelings
Who do you think did this?	Guess or intuition
How long have you known the victim?	Length Relationship
How well did you know you know....?	Quality of relationship
Did any of the others show ill feelings towards the victim?	Interpreting others actions
Did she look herself tonight?	Interpreting something from an appearance

Summary:

Questions can help us to get different sorts of information to better understand the plot: - the whole context of what and why an action was undertaken. The sort of information we look for is factual: time, place, description of event, who was present etc; Relationships: the patterns of how people were connected to each other and to their actions through feelings, emotions and past events and anticipated future; and Intuitive guesses, feelings and interpretation about people, their motives and what they do. The mystery is resolved when all the information fits together in a way that makes sense to those who are investigating.

APPENDIX 7

Transcribed Dialogue: Encounters at Schools

Dialogue Research Meeting 4:

KC continues explaining her morning routine. She recalled her previous experience:

'....because last year we were always late for school, and this year I was determined not to get a late ticket, because we were getting late tickets all the time and it would be just one of them (the children) would mess everything up, be late and make us all late. And I felt really bad 'cos I felt like it was my fault that we were getting late tickets. 'Cos one year we got a letter saying we had been late 22 times and it made me feel really bad 'cos I do get 'em to school just a couple of minutes late some mornings, and we get a late ticket. And I thought this year I am not going to get a late ticket. Although I nearly got one this morning but I didn't get one. They are at the door, in the foyer with the tickets, five to (nine) and you get a late ticket.

CN (angrily) Well they can shove it where the sun don't shine when R. starts school because he is a' ways dawdling and messing about

LN: Well it's alright for us- we only have to leave at quart 'nine – go the back roads

CN: They tell ye to be there at a certain time - but when ye get there the gates aren't even open!

CK to DY Does your school have tickets as well?

DY They don't have 'em in nursery. But in reception and in school, they won't get tickets, but they've to sign their names in, at reception. A lot of them won't go through the playground. They go to reception, she (the secretary) doesn't make them sign. 'Cos she knows, it's just they won't go through the playground when Mr X (teacher) is there

LN ((Angry) It's that Mr X. I hate his gob me. Honest to God, he does nothing but bellow at the kids. And I said to me mum, if our M. ends up in his class and he bellows at her like that, then God help him. I'll punch his lights out (knock him out).

Research Meeting 5

Participants had been asked to reflect on areas of practice and experience touched by the ten questions [see Thesis 3.4.3] during the previous week, and to give a brief account at this session. However, the dialogue was opened by MT who wanted to talk again about the school situation:

NT: Well ye know we were sayin' last weekwhereas as K's school, ye get the red tickets and we think that's bad, but we have a teacher, Mr X. And he comes out every morning and blows the whistle, and the kids 'ave got to be there, and the kids are that frightened of him, if that whistle is gone, they don't go on the playground even if they are already walking down to the playground¹. They would sooner go round, all the way round back of the infants, rather than go that way, go past him. Now I think that's wrong. That's fer ..., and a Teacher shouldn't be doin' that to children. Ye know, if a child at 7 or 8 is late for school, it's not their fault, it's our fault. Yeh, it might be their fault 'cos they're not gettin' ready, but we've got to learn to get them up earlier, or you know go along with the moods. So it isn't their fault. and they shouldn't have to feel they can't go on that playground 'cos they're gonna get picked on. Because they're frightened! So even though the tickets seem like a bad idea, they're not as bad as the kids being frightened². If anyone's got to be punished it should be us³. And nobody seems to take any notice, 'cos we've brought it up at different places (N is a parent school governor) and people say, 'don't talk rubbish'⁴. But someone should go outside the school and watch it, because we've seen it.⁵ They walk all the way around even though it makes them even later.

EP (Perplexed): Our D is in his class at the moment. She says he comes in and bangs his ruler on the desk and they all jump, and he just laughs. There is something wrong for an adult to have to do something like that to ten year old children

¹ M Identifies fearfulness as the influencing context of children and mothers behaviour.

² Views the system in terms of relative badness

³ Feels that the monitoring system is a punishment of children but it should be directed at mothers if used at all.

⁴ Participating in the system but has not power to influence it.

⁵ Implies someone with power to influence - whose testimony will carry more weight than theirs

NT There is something not right. It's about being a bully isn't it. 6 Parents we know say to him, "were you bullied as a child 'cos your bullying these children?" and he says, "no", they say

DY He says that no one child is afeared of him in that school and ..but you can stand on that playground in the morning and there's about five or six crying or others just walking round the back, Erm you will have 4 or 5 kids crying in the morning saying to their mum, "I'm not goin in", and they're sayin, "no" and they would rather walk wound and get a late mark at reception than go and line up on the playground with him, and get the looks or the attitude off him.

KD He has a whistle and when he blows it they have to freeze, then when he blows it again they all have to get in line. And he'll say to them, "take one step back" and they all have to step back. Then, "Look at the head of the person in from of ye", and they have t do that. 'It's like being in the army⁷. They all have to stand in a straight line.

If you go to (another school) they just line up and go in. There is no problem with that, but he's got to have his army all lined up.....

Some further comments

CK to KC What do you think now, that you have listened to others experiences and feelings on the subject?

JB Well, it is like that Christina. The problem is, they, the school, don't understand what a mother actually does. They don't realise everything you've done, by the time you get there. Their rules count, but what you've (emphasis on mothers) done, doesn't count.

LN: The' place no value on ye'. What ye do, isn't worth as much as what they do. It's like ye don't count.

EP: Ye'd think some would, be understanding', some of 'em teachers are mothers their selves. The' stop bein' mothers when they go in them school gates.

Murmurs of agreement

⁶ Interprets his use of power as bullying

⁷ Regimentation is viewed as negative

CK. I think its probably fair to say, they may feel they have no choice. That that's the system and they've got to follow the rules as well.

CK to KC: Just to finish, because all of this discussion has come from your story of breakfast time. How do you feel about having participated in the story growing, and generating all this interest.

KC: I enjoyed it. It was surprising. Especially everyone saying the same, it makes ye feel better. It came out quite different from how it started. When it all came together, there was a lot more to it. Breakfast time had a lot going on in it. And, I think that what we do, ye know? what mothers do? Should be given some respect.

CK I agree totally. I think we should go back now, to the accounts you are going to give, the short accounts of breakfast time. It would be good to identify other common patterns as well. We

APPENDIX 8

Reflective Dialogue about Actions at Breakfast Time

Common themes of interest emerged when participants collated their data in the research session. The following is a transcription of research session dialogue about those themes:

Theme: Kick – off:

CK: looking at the collated data matrix, and remembering the individual verbal accounts, some of what you do, is trying to avoid making children's moods and moody behaviours worse, so as to avoid them kicking off . What would happen if the child kicks off?

EP: They'd be'n an even worse mood. C. its 'ard getting 'er to eat just that little bit of toast of a mornin'. She, probably wouldn't eat, wouldn't eat nothin'. Ye should be able to manage yer child's moods ... I think, a good mother should.

KC: Yeh, and as well, I think what it is Christina, is yer so busy tryin' to get out, just one little thing, like just having to stop 'cos they're upset. Tryin' to sort them out, it can knock you right out. It makes you late and then everyone's getting stressed. .

ME: ..and the last thing yer want, is 'avin' a child upset before school. And if ye late on top, the'yre gonna be even more upset, Ye don't want 'em cryin' cos they're gonna be late.

CK: In some accounts, child moods weren't mentioned – is that because they don't feature at breakfast time?

DY: We don't usually have time for kick offs of the mornin' Don't 'ave time fer'em

CK: That's interesting – how is that?

DY: It only kicks off if we're ever ages waitin fer A. (the older son) to get ready, and we 'ave to keep on at him. But everythin' just rolls on, just have to get our things and then we are out. We don't have time to stop. A goes with R.(her Partner) and D. (the younger son age 2) comes with me. That's how they are. Keep them apart in the morning or it's not good. D. has discovered that if he screams, A. gets shouted at.... They don't meet. .

CK: So they (children's moods) are a feature but you've got a system worked between you and R. (her husband), to stop them kicking off

DY: Yeh. Cos R. is there of a mornin' we can do tha'.

CK: What about anyone else?

CN: Well, all kids 'ave moods, that's God's honest truth. And in the mornin' ye do 'ave to work round them. Ye'd be tellin' a lie if ye said ye didn't. But wi' R. now, 'e is quite good now, as I said. He'll sit and watch telly, eat 'is breakfast on a tray.

CK: Sort of gives him time to chill? Generally speaking, are we going to say that dealing with children's moods are a feature of breakfast time experience – and that basically you try to stop them kicking off?

KC: Ye don't want them to kick off, ye'd really like them to be happy . Ye'd like them to enjoy their breakfast, and that way you wouldn't be so stressed, and ye'd probably remember things a lot better, like their PE kit..(all laughing and general assent).

Theme: Feeding the Family Routine

CK: OK another question. Although we originally decided to look at 'breakfast' and bring back an account of that, more or less everyone has described what they do from getting up in the morning to leaving for school at nine. We need to decide whether all of that is part of feeding the family at breakfast time – or have you just gone through everything you do – or do you think all those things are a part of feeding the family?

EP: It's funny 'cos I was just thinkin' tha' wi'me, erm, in me line drawing [Thesis 4.2]. I've got C. in bed eating her toast, R. sittin' at the table, an' I'm in the kitchen, washing dishes and doin' everthin': school bags, laundry – a thousand and one things ye have to do as a mother. Like, so when ye're doin the dishes, yer not actually feedin 'em, but ye can't separate it out, and say it's not a part of it, 'cos it is in a way. If ye 'ad no dishes, ye couldn't feed 'em anyway, if y're kitchen is in a mess, ye couldn't get on with their packed lunch. Not in my kitchen anyway 'cos it's so small ... do ye know what I mean?

AD: it's like I said, ye've gotta juggle it. Ye can't give yer baby food in a dirty nappy in 'is cot. Ye've got to get them up, clean 'em, bring 'em down. If x is mitherin' me

fer breakfast, I have to get up and come down, ye can't stay in bed. It's all part and parcel. I have t' put 'im in 'is highchair to keep 'im safe while I get stuff ready.

CK: Is that why you let X watch telly in bed with you as well?

AD: Yeh, 'cos once 'es awake, 'e 'as to stay wi' me. He's too little.

Routine and Children's needs

CK If we were looking for a single word that might describe all the activities, you see as part of feeding the family at breakfast time, does anyone have a suggestion?

ME: I think it's all about yer routine, ye've got to be organised so as t' do everythin' wha' needs to be done. Ye're feeding 'em but it's part of yer childcare, ' and ye know, providin' fer their basic needs.

EP: Yeh, and that's why, ye' rushin', ye know wha' ye've gotta do, and ye've only got so much time to do it. And it's not just tha' it's getting' kids movin', that's what can cause that stress ye just feel...

KC: That's it in a nutshell

NT: Yeh, that's really it. It's yer whole routine. Ye can't just prepare food or just give 'em food. They've gotta be got ready, washed and dressed. So yer laundry does need t'be done. And really, there's a lot more to it too, 'cos we' do give 'em food, but where does tha' come from. How does it get in yer cupboard? – ye've got to go shoppin'. But ye've got to draw the line somewhere on what to include or ye'd never stop. But shoppin', is definitely part of it. And what's interesting really. We're all doing, more or less, the same things, the same but in different ways, I know it's different, if your child is older or if ye've a baby. But more or less the same.

CK: I get what you're saying M., all children's basic needs are the same, so that's something everyone has in common – is that the purpose of the routine?

ME: Yeh, definitely, kids up and out, washed, dressed, fed and on the road wi' everythin' they need,

CK: Yeh, but you've also said about not letting children get upset, so is keeping the kids from getting upset also part of what you do in the routine of feeding the family

Consensus – murmurs of agreement.

CK: OK, I'm just puzzling myself here a bit, all of this work we mentioned has come out of the accounts of what's involved in feeding children – what's in your mind - thoughts and feelings as you do the practical work etc. I was about to say that feeding the family is part of a routine, but really, coming from our focus on feeding the family, what we're also saying is that feeding the family requires all of that work to be done. So the routine is all a part of feeding the family, as well as feeding the family being part of the routine.

NT: (puzzled as to my reflection) That's what we've just said

ME: I'm not sure wha' ye're getting' at?

CK I'm not sure myself – I was just thinking out loud - I think I lost the thread

ME: Well Ye've lost us now (laughing)

CK I suppose I'm just thinking about which way round it is, is feeding the family part of the routine, or is the whole routine actually what is involved in feeding the family?

ME: it's all of it.

NT: it's all of it like we just said. I think its time for another break (laughing).

Theme The Job and No Choice

CK: OK But let's just finish, in a nutshell, in a few words. We've said that this is the routine of work that most mothers do in the morning – why do mothers do it?

DY: It's yer job, that's your job as a mother.

EP:: That's yer job, ye're not workin' so that is what you do, as a mother

AD: No one asks yer t' do it, ye just do it 'cos it's yer job

KC: I know why you've asked the question, but it needs to be done, and who else is there to do it? I mean, who else is there to do it?

CN: Ye've no choice in the matter 'ave ye? 'cos ye love yer kids, and ye not gonna stand bye and see them neglected or go without. Ye wouldn't be a mother if ye did.

NT: Well as a grandmother, I am doin' it but if I couldn't do, then me daughter would. But I'm doin' it so she can work, and she needs someone to look after the children.

Children value

CK So obviously your daughter values what you do. What about anyone else – you’ve said that your work isn’t valued by schools. So who does value what you do, I mean for who else is the work you do important?

AD:: It’s the kids really, that it’s important to, they’d know, they’d feel it if ye didn’t. I don’t think anyone else really.

EP I think yer kids, I don’t think the’ notice everythin’ what ye do. But the’ need it, even our C, would notice if it wasn’t done, It ‘d be “where’s this , where’s tha” (laughing). D (her husband) ‘ould notice I suppose.

ME: The’ (her children) don’t see it now, not while their little. But the’ will. When the’ grow up, ‘specially if the’ ‘ave kids their selves, they’ll appreciate it. I do wi’ my mother now. I see what she’ done fer me.

KC: I think ye only begin to understand when you’re a mother yerself. Everythin’ ye do for yer children. Ye can’t really explain it t’ yerself, even as a mother yer can’t explain it.

CK Well it would be nice, if our research can maybe help explain. That’s what we’re trying to do, at least in part, not all of it of course that would be impossible. But it’s interesting how even now, at breakfast time, that’s brought so much more in, it’s more involved than I would have thought before. I think, we have made a good start in describing and explaining what we do, and next week, lets concentrate on doing creative work.....

APPENDIX 9

My Analysis of Data

The data about practice collected in this study was reliant on the memory recall of participants. As memory recall is selective and incomplete, the author undertook an analysis to examine how this influenced the data generated in this study.

Memory recall of experience decreases with passage of time; and is improved when accessed through an associated action; and when the experience has a high emotional content. The verbal accounts given by participants of their breakfast time as a chronological account of actions they had taken that morning, is likely therefore to be the most accurate form of verbal recall. When participants were asked that same morning to work from memory to enter their data onto a presence matrix that categorised what was present in their experience, a greater selectivity in their retrieval from memory was shown.

The differences in the two sets of data: chronological account of actions and the interpretive account of what had been experienced were examined for differences in content and for congruency with the mothers' stated intended outcome of their practice.

Method

1. The author extracted and listed all phrases in the verbal accounts of actions described by the individual mothers.
2. Examination of the research session dialogue (Appendix 9) reveals mothers' perceptions of what they set out to achieve at breakfast time. Mothers' stated intentions were categorised by the author as shown below in categories 1-6.

Mothers' Categorical Intentions	Descriptors
1: Get children up, washed and dressed	Actions Related to getting children up, washed and dressed: Childcare
2: Keep Children Safe from Upset	Actions related to keeping children safe from upset
3: Keep Children Safe from Harm	Actions related to keeping children safe from harm
4: Get Children Fed	Actions related to provision of food
5: Get Children out to school with everything they need	Actions related to getting children out to school
6: Housework	Actions related to Housework

3. Each action in the individual participant's account was examined by the author for its fit with the intention descriptors (tabled above).
4. Where an action did not fit the intention descriptor, the author attributed an outcome category to it. This resulted in three new categories of intentions for actions:

Author Identified Intentions	Actions not fitting the Mothers' categorical Intentions
7. Self-Care	Actions related to mothers' caring of self
8. Extended family care	Actions related to care of grandmother,
9. Self-Imperative Commands	Actions referenced to creating an order or giving self-commands: self-imperatives

Results

Actions extracted from the verbal account given by each mother were matched with a categorical intention by the author as follows:

Participant 1: Actions described in the verbal account matched with categorical intention

I come down 7
put the kettle 7
on and make a drink. 7
I 'll shout, "you've not packed your bag" 5
cos I done his breakfast. 2
Give him his breakfast 2
(put) washing in 6
and **then** I'll go up and get dressed 7
and **then** I'm on phone making appointment at doctors 8

Participant 2: Actions described in the verbal account matched with congruent intentions

.

I've got to see to our steven 1
/ I have to do everythin' **in turn** (*have an order*) 9 and a **self-imperative**
I've got t' sort them out **one at a time** (*sort in order*) 9
even like just t' get downstairs I've got t' get two of them down meself (*Child in Place: safety*) 3
Bring 'eem down and then go up for the other one bring 'eem down 1
We go down together (*Child in Place: safety*) 3
I get can get ready **when they're sorted** 7 and 9
Ye have to juggle it/ and when they're younger ye've t' 9 and **Self-imperative**
I get the table laid (*Prepare place*) 2
and they can have their weatabix 2
and I'll feed the youngest (*Spoon Feeding*) 2
cos I had to be ready with the kids 5 **Self-imperative**
everyone had to be up, dressed, ready and out (school) 5 **Self-imperative**

Participant 3: Actions described in the verbal account matched with congruent intentions

I'll get up go the toilet, have a wash, brush me teeth, get dressed (*self-care*) 7
And **then** I'll go down and take R. down 3 and 9
he'll have cereal, he'll have toast, and he'll have crumpets 2
he'll have his breakfast, on a tray 2

Participant 4: Actions described in the verbal account matched with congruent intentions

I usually ask her does she want breakfast (Find child food wants) 2
I've got to go and take it up to her (2: self-Imperative)
? I've got to watch her mood (Note and manage child moods) 4 and **Self Imperative**
I'm busy doin' y'uer packed lunch' (Prepare school lunch) 2
I've just got to er leave her, dependin' on what kind of mood 4 and **Self-imperative**
It's not too bad. (Judge own situation- self-care) 7
I can't complain (monitor own actions) 7

Participant 5: Actions described in the verbal account matched with congruent intentions

Up between half six to seven *Self Care* 7
But er carry L. down in me arms, (*safety on stairs*) 3
Then walk B. down with 'er hand (*safety on stairs*)3, 7
I'll make 'em breakfast. 2
I don't have breakfast in the morning 7
I'll have a cup of tea **while** they eat *Childcare and self care in order* , 2, 9, 7
I'll dress and wash Liam **first** *Childcare (childcare in order)* 1, 9
then I get B. dressed *Childcare* 1
I'll get ready, 7
I **have to** take her to school **5 and Self-imperative**
we **have to** leave the house for eight o'clock *school* **5 Self-imperative**

Participant 6: Actions described in the verbal account matched with congruent intentions

I'll go down either with Daniel (*Child in safe place*) 3

Or give D. a drink 4

I'll do A. packed lunch 4

start doing R. butties as well for work 4

everybody's breakfast stuff 4

sit down and have me own (breakfast) 7

me and D. go up. 1

After we all get ready 9

I'll put me tea on, 4

before I go out, in the slow cooker 9

Participant 7: Actions described in the verbal account matched with congruent intentions

I get up 7

Have my breakfast, 7

Washed and dressed 7

usually turn the dishwasher on, turn everything else on *Use Equipment for housework* 6

go straight down to Michelle's 7

I tried coaxin' her 4

I could have killed her, *Own feeling expressed as an imagined action* 7

Discussion

My analysis of the action data above showed that from my third party perspective, the majority of mothers' actions described in their individual accounts could be viewed as fitting into their stated intentions for practice, that is the routine was enacted to care for their children. The actions that were not congruent with the mothers' state intentions for their work were thematically categorised by the author as relating to the mothers' self –care: getting themselves washed and ready etc; care for members of the extended family; and ordering of their work.

Conscious Orientation

The mothers' perceived and understood their practice in the morning as a routine of actions taken in response to their children's needs. Their conscious orientation is towards the needs of their children. Their actions however, reveal that mothers tacitly act to meet their own need for care, and in some cases the needs of other members of their extended family.

Self-Imperatives

In individual accounts three of the participants had made imperative statements regarding 'having to' take actions in relation to children's moods; maintaining routine; and school deadlines. In the research session the more emotional feelings expressed in the accounts had also been related to action to keep routine, and to deal with children's moods and schools. The emotional content makes it more likely that these aspects of experience will be readily recalled to mind by mothers. Interestingly self-imperative commands were also related to the actions involving routine, children's moods and school. The presence of the more imperative 'have to' way of thinking as opposed to being able to stop and choose, is in keeping with the presentational form of knowing routine, that was expressed in clock-woman: Figure 13.

Conclusion

The data analysis indicates that mothers' own need are more tacitly known and addressed in actions they take, but mothers' conscious orientation is to meet the needs of children and societal expectations through their practice. Findings that this community of UK white mothers are orientated to their children's holistic needs in the practice of feeding the family reflect similar findings about mothers of Mexican origin (Johnson et al., 2011a)

APPENDIX 10

Hand Out: Next Steps in the Inquiry

Some examples of the Next Steps we can take in the Inquiry to generate new knowledge through action and reflection

By taking action to change others perceptions:

We said we felt our work was neither recognized nor valued. Last week we spoke about taking action: pantomime, to address this aspect of our experience. Another option is to engage in discussion with the schools.

Change: Transformative Inquiry:

If we identify one of the aspects of practice that we want to change and improve, we could focus on how we might want to change it and our experiences of changing it. Examples might be: how we deal with our moods; our interactions with children or teachers, how we prioritize our work etc.

Select another Field of Interest to continue the Informative Inquiry:

We have observed themes in our experiences and practice. We can select another field of inquiry related to feeding the family to see if the same or different themes emerge.

Any other suggestions about how we might proceed?

Note to Participants

As we have now completed one field of Interest: Breakfast Time, this is an opportunity for Individual researchers to choose to withdraw from the inquiry if they want to do so, or to commit to continuing with the next step in the Inquiry.

APPENDIX 11

The Statement

The statement has been compiled from statements agreed by participants during the course of the research.

Intentions and Practices at Breakfast and Tea Time

Breakfast Time Intention and Practice	Tea Time Intention and Practice
<ol style="list-style-type: none">1. Seeing to the children: Getting children up, washed, fed and dressed2. Trying to keep children happy and dealing with their moods so that they didn't 'kick off'3. Keeping young children safe and occupied4. Getting children out to school on time (for those who had school age children)5. Starting on housework	<ol style="list-style-type: none">I. Deciding what to have for tea and cooking it.II. Looking after the children and keeping them safe.III. Giving children their tea and making sure they eat it.IV. Fitting in with what everyone else (what they want for tea, when they want to eat, school clubs, older children or partners coming home eating later).V. Tidying up, getting children ready for bed, sorting school things for the next day, homework, filling in forms etc.

Explanations of a mother's job agreed in research sessions

Feeding the family is a routine of work that provides for children's needs which this group of mothers describe and explain as their job. They agree that no one has given them the job, and their work is frequently not understood or valued by others apart from their children. But as mothers they have taken it on, and feel they have no choice because it comes as part of being a mother. Children need the job to be done, and their signs of affection and happiness are a mother's reward and a sign that at least she is doing something right. Mothers want their child to be happy and feel that a good mother should be able to avoid upset to her child. Mothers often feel they are watched, criticised and judged in a society that wants perfect mothers and children regardless of their individual circumstances

Mothers' Routines

Summary of Goals of Routine:

- I. To provide age appropriate care for their children: keep them warm, clean and dry and get them to nursery, school and other places with everything they need
- II. To provide food and ensure their children eat their meals
- III. To keep children safe from harm
- IV. To reduce stress, keep children happy and avoid upset to them
- V. To get on with the work related to the children and home

Day to Day Feeding the Family Practices reflect:

- I. A Mother's knowledge of her children – their behaviour, and food tastes and preferences
- II. Cooking Skills that are derived from a variety of sources
- III. Health Information – the importance of breakfast and eating at meal times
- IV. Shopping Choices – bought on the day, or what is in the cupboard or fridge
- V. Memories – more recent and those of childhood experiences

Key features of Experience of Routine as the job of a Mother

- I. A mothers work is goal orientated
- II. Time: always having to meet a time deadline (school in the morning, hunger for young children, fit meal in before bedtime)
- III. Children's moods and behaviours - can sometimes be difficult to deal with children's moods and behaviours and poor eating habits
- IV. Stressful, No choice and Feeling unable to stop
- V. Routine work is not understood or valued other than by children and mothers frequently feel watched, criticised, judged and punished.

APPENDIX 12

Wednesday Group: Focus on Emotions and Feelings

October 2008

This is a transcription of the research session. It is presented here to show the inquiry process and content of dialogue. Participants had returned to the research after a one week break when they had reflected in practice, on issues that most affected their feelings and moods at breakfast time. Where extracts of this session have been used in the body of the thesis, as illustrative examples of perspectives, then a second listening to the recording has been made and phonetic spelling was undertaken to reflect the idiosyncrasies of local accent and rhythm of speech, in order to give a reader of the thesis, more of a feel for the person who was speaking. Themes in the dialogue that have been reported on in the thesis are highlighted In this transcript, Inserts in brackets, are explanatory comments inserted by me.

Context of the meeting:

The previous week the group had agreed to reflect and report back upon breakfast time and the feelings it generated. They had been asked to jot down and bring to this meeting, one or two word that would express what to them was most pertinent to their feelings at breakfast time; and explain to the group using memory recall, an event in the preceding week. In the meeting, participants were asked to make a note when listening to the others, of anything in another's experience that reflected their own. In the session dialogue, participants recognized similarities in their experiences; and they also began to identify the skills they used to manage the situations they had described.

Before the meeting this group chatted informally, putting the tape recorder on signaled that the research meeting was beginning, and that what was shared would be used in the report of the inquiry.

CK. Has everyone got their tea of coffee? OK I'm putting the tape on now; shall we begin, maybe just go round the table like last week and give the reports, and then go into the discussion.

KB: Yeh. That was good last week – I found it quite interesting.

OD: Yeh. It's nice to know other people are the same, that it's not just you.

CK: Do you want to start K?.

1. Theme: Kids moods and Behaviours

KB: What I wrote down was 'kids moods'. What makes a good morning for me is this, the kids wake up in a good mood. Because then it puts me in a good mood. And also if like I've 'ad a goodnight's sleep, because then I can wake up refreshed. Another good thing is if I can get organized and get everything done that I need to get done before the kids, ye know? One morning, (in the last week), L. decided at seven o'clock in the morning to ask me to help her wi' her home work. Well it was maths, and I don't do maths and that set me off. And it was like, get a grip ..be more... if everything is organized you feel happy and settled, but it only takes that one little comment to just throw me off and I just start stressing. 'Cos we have a lot of animals as well so they need their breakfast, a lot of the time before the kids. If the kids are hungry as well, and I have to say "hold on let me go and do the rabbits" and stuff like that....but I always make a point of saying to the kids, 'look they're animals so they can't say, "were starving feed us", so I always have to have that routine of feeding them in the morning. But it just takes the slightest thing to knock me off and then I'm stressing

2. Theme: Organization and Routine

TK I just put 'organization and routine'.

My morning starts the night before (when she start to get organized for the morning).

The youngest two run riot in the morning and if he wakes up in a bad mood, she will not cooperate at all, and then it spoils everything

3. Theme: Self Blame and Failure

KB: Yeh. I feel sometimes as if I've failed. Do you feel like that?

TK: Yeh. Ye walk home from school sometimes, and it upsets ye, ye know? 'Cos ye feel as though you've been shouting at them all morning. But the good ones are all right; there are some good ones, not many. It's just like you said, when the kids start and it knocks you off ...

YC: My good mornings are few and far between, it's mainly my fault because I'm not organized enough. If I got a bit more organized the night before then...ye see when I do put my mind to itye see I'm dead busy all day as well. When I come home I just want to chill for a bit and I forget sometimes. The little girl has problems wetting and she might have thrown her pants (school trousers) in the wash basket and I've forgotten! And there I am (in the morning) trying to get those pants washed or I find her a skirt and she'll say 'I don't want to wear that'. It's just a nightmare but I think if I could just put me mind to it, it could be a bit easier. We used to always have the television on in the morning but there's always some drama or tragedy. This morning it was 'cos the cat hadn't come back, but she hadn't come back from since yesterday morning, so we were a bit worried about her. She wouldn't get ready till the cat came home, and then we had to make a big fuss of the cat and that made us late again!

Everyday this week the kids have been late for school. It's just a nightmare. And I'm getting up earlier in the morning thinking if I get up earlier in the morning and do everything I've got to do ... And they're still late for school! And we only live round the corner from the school as well, and the teacher must think, 'God she can't even get them to school on time'. It makes ye feel terrible. It's a disaster in our house.

MN : Mine isn't that extreme, No if he gets up and goes down stairs and asks for his breakfast, I know its gonna be a good day. I put on the TV for his CBB's and after his jam or toast or cereal, I know it's gonna be a good day. But if he wakes up just screamin' blue murder, there's no chance of takin' that nappy off him, cos he has decided a few times to go and pee on the little girl. He goes over and says ' I'll wee on L. (baby daughter)" and he does, he wees on her. Lucky enough nine times out of ten I've got her away on time, but if he's having a bad morning, Christ, the toy box gets tipped upside down. He doesn't want breakfast 'cos he wants TV, but he's purposely not watchin' TV, but the house looks trashed, like this morning. So this morning was chaotic, me house was like an avalanche. Started washin' all me clothes, ironing them. All downstairs there are piles hung up around the living room drying (she does not have a tumble drier) , and his dad comes in with all the stuff I'd left in the car for a purpose. Three prams because they needed washing, a carpet that I'd got for the bathroom, and they just get dumped on the living room floor. A mess, so breakfast is somewhere in the middle of that lot.

FD I put 'when we wake up happy'. A good morning for me is when me and me baby have had a good night's sleep and we both wake up happy and she gives me a big smile. But if we've had a bad night and when we wake up if someone says the wrong thing I stress. And I always seem to take it out on me little brother or sister and for the rest of the day I feel like shit.

4. Theme: Organization

OD I start getting organized for the morning the night before too. I have to think in advance what I'll be given them and what I need to take with me the next day. Like today I'm doing two courses, I'm literally goin' from this (meeting) and I need to take everything with me 'cos I'm goin' from this one.

So a good morning would be, me little boy wakes up and he has his own room, and the little girl is in the cot next to me bed. And when he wakes up he doesn't call me Mum at the moment he shouts O. O. (calls her by name), and when he wakes up first if he doesn't wake the little girl up with shouting, then I can get him up, bathed and dressed, and give him his breakfast. And hopefully it will just work out in nice time, 'cos she'll start wriggling then, and hopefully I would have all their clothes out, and their bags packed the night before, and I go up and get the little girl. If I can get her wind up, it's even better 'cos she will settle again for a bit. But if I can't, then she'll get colicky and then it's a nightmare all day 'cos she doesn't want to be put down. She'll be screaming, so me lads missing out on his attention then. Also if I've slept well and I'm not tired because I stay up till all hours of a night trying to get ready for the next day, and then that will be a good morning. So, its two words really 'tired' and 'organized'.

Short Break

CK: Thanks everyone for those reports. Just listening, what I picked up and wrote down, and it struck me, and it reminded me of when my children were small too, was how hard everyone was trying to be organized. And that's a pattern, trying to be organized.

TK Me mum told me, yeh, especially with having the two younger ones close together. She said, " yer 'house will be chaos". You've got to get your routine. Because he'll (her son) needs seeing to. 'Cos like I say, she wakes up in a bad mood, she can't function for herself. So I do her dinner (packed lunch) and her dad's dinner for work, the night before. And I have all their clothes ready and just lined up

so I can put one down and pick one up. And she'll just get washed and dressed. Everything is laid out waiting fer her, 'cos I think I'd still be at home now waiting fer her if I didn't sort it out the night before.

5. Theme: Children Disrupt Routine

YC Well listening to that. That's one thing I'm gonna learn from this lot (the inquiry), and that's to get organised. I am really not an organized person. I'm always running out of the house into the car, and then I say, "oh I forgot that" and I run back in. Then I remember something else and sometimes I'm half way down the street and I remember something. And I'll think, "well we'll just have to do without that!"

KB: I try to be organized, the uniforms are ready the night before 'cos I couldn't be bothered ironing them in the morning, but it just takes one little thing and yer organization has gone like ..puff/ out of the window. Especially like L. (daughter) being older as well, she knows to do that homework the night before. She was running round again this morning. I mean if she had asked me the night before I would have bin a bit more organized. I could have bin a bit more organised and bin able think a bit. But 'cos she asked me ye know, first thing in the morning, I don't do things then.

TK : It's as though they come home from school and they're determined to get out of the house and play and everything goes out of the window and then its panic stations in the morning because you've to find this form and you've to help me do this spellin' and it's like, " well hang on you should have done this last night". And it's as though when you walk home from school and ye ask have you got any home work to do, have you got any bits to do, have you got his or that? And if they say, "yeh", they have got to get it done before they go out because otherwise they'll just turn your world upside down in the morning/

YC I find I blame the kids a lot for things but really it's me. It's me, I should threaten them: "You've got to do this homework before ye move out of this house". I have started putting me foot down and sayin' no. They still try and test me, I say, "No, you're not doin' that. And she'll say, "OK Mum". And she's only trying to test me, she does do it. So I have started putting me foot down instead of blaming them for not doing this and that, I'm blaming myself 'cos its my fault I'm not being strict enough with them and getting them to do these things. Like coming home from school now on the weekend on a Friday, 'cos we are busy all weekend, we've not got to be

looking for it on Sunday night or Monday morning. It's get done on Friday every week. Yeh they are doin' it now whereas before I would have blamed them for not doing these things. I'm the parent, I've got to put me foot down

CK: In this conversation we've all just had, it seems that despite trying so hard to be organized, things crop up which means that a mother doesn't always succeed in being organized. So you keep trying harder and harder and its still not always working out ... what does it feel like then, like for you Y, when despite everything you've done, you realize that your little girl needs changing again just as you're ... had an accident (wet) just as your about to leave. What does it feel like?

6. Theme: Feelings when Routine goes wrong

YC : It feels like someone is ripping yer stomach out...

MN : Ye really do start flipping (shouting at the children)

OD I try and explain to him (son age 2 yrs) that if he cooperates with me then we can get out of the door quicker.

KB But it seems sometimes, no matter how old they are they wait (to have a problem just as it is time to leave) Like D. I put the book bag on the couch I knew I had but because it was not there, he was saying, 'it's not there and I haven't moved it'. And I was thinking, 'did I put it somewhere else?', and then he was refusing to come out of the house without it, and this was a quarter to nine and I just said, "well stay there, and I marched out of the house. I said, 'K. (her other son) is not being late because of you'. Anyway he got the key and he followed me and locked the door. And I did swear and blind, and then I felt guilty because I thought, 'well he is only eight and I shouldn't have done that'. But it was like they seemed to wait till that very last minute to throw you out....'

MN : Ye it's torture isn't it?. I think they know what they're doing, they're little devils aren't they?.

TK : My eldest one, just as your about to sit down for yer tea or just about to walk out the door, she needs the toilet, without fail every single time. And it's as though she's saying, "No, you've got to stand and wait for me", and it sounds awful to say that. But like I say, it's like, "You 're not going. You can wait". 'Cos she doesn't need to go just then, she could wait, and it's just like a power thing with her, as though she's saying, "No. You can wait fer me".

YC : Well I'm awful, I do that (drums her fingers on the table) 'cos it drives me bonkers. I am so impatient I could run on a train track and get run over because I just feel so annoyed, overcome with annoyance. My little girl suffers with her bowels and her bladder, and we're just about sitting in the car and she'll say, 'I've had an accident'. And it's my fault again⁸ 'cause I've not brought the spare stuff. All I needed to do was bring the spare bag and it wouldn't have been a problem. I had to go all the way home, get her cleaned up, get her sorted and then go back again. And it was just, well...just go and get run over..!

7. Theme: Reasons for self-blame

CK to Y And that's a pattern I'm hearing, all of you are blaming yourselves. Maybe there is too much to do, maybe its just not possible to be that organized with children. Are you as mother's expecting too much of yourselves?

K I think we don't know that we are doing it, do you know what I mean? Like I said, when I did them sheets (data matrix sheets), I was surprised to see just how much I do.

YC : But on the occasion when I have brought the spare stuff (spare clothes for the child) it's just, 'OK'. I say, 'We'll just have to get going, and when we've got to where were goin' I'll sort you out'. And it's not a bother. I don't have to scream about it then or create havoc...and cause that child to be devastated because I'm going so mad. But ye know ...

MN Yeh, but you can't always remember. Well with me, no matter how much I've been sat there (at home) thinking, I will forget stuff. And even, I've made lists and lists of stuff, I've got to get this, do this and do that, and I'll do it in that order. I'll still do it wrong. I'll still botch up somewhere along the line. I can't be right for getting it wrong....'

FJ: What you said. Well me little brother, because he's got bowel trouble he wont ask to go. Just do it. And when we've got to go somewhere you'll go and change him (before leaving) and then you'll find he needs everything changing ...and your late, like at the doctors

8. Theme: Felt Negative Perceptions

⁸ Blaming self without recognising her work overload.

KC I think a lot of it, as well, is like as a mum you do feel a failure when things don't go how they should, or how it was planned. And like when you've just mentioned the doctors, like being late, well they should understand that things happen. But you don't want to be seen, "oh she's late, she can't cope sort of thing, but were worrying about how other people think of yer".

CK: Do you mean you feel judged as a mother if things don't go right?

TK : Yeh very. If I go out with L (daughter). Like I had to come away from his sport's day once. She throws a tantrum she's horrendous. And on the playground they're lookin' at ye, "Oh she can't control her that baby" and I'm thinking, 'What do ye do?' (asking self what she could do because she felt so bad). I had to come home then, and I had to walk back onto the playground that afternoon (to pick up other child from school), and I'm thinking, "everyone is looking at yer". And even the Head teacher who was stood in playground today, and she commented on. 'Cos we gets to a certain spot on the playground, and if Lilly isn't goin' to the play group she'll hit the roof. And the Head teacher commented today that she wasn't cryin', and I thought, 'God she must notice that she kicks off every day when I go in that playground'. And you feel as though everyone is watchin yer, waiting fer ye to make a balls of somethin' so they can judge ye on it. And from them being like tiny, tiny babies up to them being maybe 13, you feel like yer being watched/9

KB : Like it's probably societies nature to comment like that to make themselves feel better. 'Cos I know what you mean like with D. climbing and swinging off the top of lampposts and things like that. I've had that much of it now that I am quite thick skinned. Like when he was a baby throwing a wobbler, effing and blinding on the bus. One big fella made a comment, and it was a horrible commentbut do you know what I mean? It is societies comments that hurt yer and make yer feel bad.

MN : Like when they're cryin' in town when yer pushing them and they need a bottle or something and ye've not got one made up, and ye've got to go and make one?. Well they (the baby) can wait a minute, it's not gonna kill them, but ye get people lookin' at yer and making sly comments.

KB : I've even noticed people commenting about like breastfeeding mums, well their babies are hungry so like.. erm yeh. Ye get judged on everything. And as a mum, I think ye do feel like a failure

⁹ Surveillance and judgement

9. Theme: Self Blame

CK: Is this really a pattern, is it every week? If you were recording all the times you feel a failure, would it be every week? every day ...?.

K It might not happen every single day, but near enough and more than once a day sometimes, if you're stressed, it's every minute of the day.

TK: It's not just what happens; it's inside yer I think,

YC: You don't need anyone else to tell ye or blame ye, ye can see it fer yerself can't ye ?. ,

CK, But, what I'm hearing is that no matter how hard you are trying, even if you are starting to prepare the night before, and something can go wrong, then ye feel like a failure. Whether it's yourself or someone else. What do you think would make you feel like a success?

MN Nothing going wrong¹⁰

10. Theme: Routine to manage children's moods and behaviors

OD I find that the way I am, what I've learned is from the way my Mam and Dad was with me. If me mum was working me Dad looked after me if me Dad was workin' me Mam looked after me. And I even remember from being a little kid, how unorganized me Mum was to how organized me Dad was. And it's still the same now. If you walk into Mum and Dads bedroom, in their wardrobe, in Mums there is shoes and bags and everything all over the place. Whereas in me Dads everything is neat and organized. And when I was with me Dad, I never remember no major catastrophes, no stressing. But when I was with me Mum, once when I was being a bridesmaid, I was five, and even on the morning she run me into town 'cos she'd forgot something. And then cos we were gonna be late, running across town the multi story car park, I can remember, tripped up and scratched all me face. And I was gonna be a bridesmaid that day and I remember it was all because, erm Mum was not organized. And she's the same now, dead unorganized and last minute. I think I try to take after me Dad and follow the way me Dad was with me, 'cos I always remember, like she always tried her best, but I always remember feeling like, 'oh, me Mum panicked'. When everything is always last minute and rushing, well ye feel

¹⁰ Judging self by achievements not by who she is

it as well don't yeh? Everything last minute and rushing, well the kids feel it. Don't they?

T K : (In agreement) And then I think their behavior is a reflection of how you are with them isn't it? Ye might scrike (shriek) at them when they're playing up, but it's really your rushin' and stressin' that got them doin' it,

KB (Referring to her Mother's routine):

Well I used to think my Mum was mental because she had everything, everything was planned. The shopping list was done and ye know everything had to be done at that time, like this, like thatso I've tried not to be as bad as me Mum, but I write shopping lists ye know what I mean? So in some ways I am like half and half. I would not say I was as neurotic as me Mother, some things I definitely am. Some things like the videos have got to be the same order so I know if one is missing. But I am not as bad as me Mum and I'm not as chilled out as me Dad.

CK to OD: O, ye know how you were saying that how you are with your children makes them how they are? Well is that something others feel , that a lot of people feel?. As a mother, are you judging yourself and how you are doing as a mum, by the children's behaviour? Do you really think children's moods and behavior reflect how you are?

OD Well, in the morning if I am not organized I'm stressing and they're playing up. Whereas if I have got everything organized, they are settled 'cos everything is goin' to plan. And I sometimes think the way they behave is because I've not got meself in a bad mood.

C: So you think if you had been better organized and got everything sorted they would have bin in a beter mood?

OD: Yeh my state of mind 'cos if I'm panicking and rushing, they pick up the vibes.

MN: Well my little one used to cry in agony all the time, 'cos she was lactose intolerant and nothing would've stopped. I could do everything everyone else could do and she wouldn't shut up. And if some one just walked into the room and said, "pass her here", then she would shut up instantly. And that would get on my nerves 'cos she had shut up instantly, and I'd feel as though I can't do anything right by her.

CK: I can understand you thinking that, and I think I was the same when my children were young. Now with the benefit of hindsight, I think that maybe I used to get stressed with the kids if they were being naughty or difficult, not the other way round.... I didn't mean that babies can be naughty, I shouldn't have used that word,

but babies can cry for a lot of reasons not to do with you, like wind, or whatever, and toddlers and children can have their own moods that they act out, like when they are tired and so on ...you know what I mean?

KC ; I think in some instances my mood does reflect in the kids, but I think sometimes the kids are just stressed ye know, for no reason so I think it can be a bit of both.

YC: They definitely reflect how you are with them. Well I think it is as well, because they are learning from us all the time. I mean I've got to learn to lower me tone of voice, that's a big thing I learned 'cos my girls have started shouting back. So I'm gonna do everything in a singing voice, calm down you don't need to shout and things do go a bit smoother 'cos it is me. It might be them that plays up, but it is **me**. I know it is

KC It is how we react in a way. Like last night Pamela turned up. I've not seen me old friend for years and she can't get over how much L. is like me.

Break

Summing up:

CK : I think its time to start summing up a bit, what has come out in the reports and dialogue today. But just before that, I have a question. The Tuesday group talked about their routine, we are mostly talking about being organized. K., you chose 'organization and routine' as what affected you most. Are these two things the same?

T: yeh, I think so. If yer routine is a good one. You get into a routine to be organized. Like laying out the clothes, the night before, being organized.

CK But it would be possible to just fall into a bad routine as well. So the two things come together for you then? organized planning that becomes a good routine?

TK: Yeh, that's right.

MN : With babies, it's difficult to have a routine, 'cos you can't say, "I'm gonna feed them at this time" or "they will sleep at that time and I'll do that". That's why ye can't be organized, but if you could, you would have a routine and then when they're a bit older ye can. . , but then ye can still try with babies... '

YC: they do go together. If I had a strict routine then I wouldn't keep forgetting things.

CK: I suppose that's true, but maybe, I don't know, you're just hoping for the impossible, thinking that you can do everything – may be that isn't possible, to get it all right? .

MN: It's not! 'Cos a mothers work is never done, that's what they say innit?. But fer yer kids, ye've got to try. What would you do, just sit there 'cos yer tired?

CK. No, you're right. But now, that another thing that affects feelings and moods isn't it: tiredness? I've been making a few notes of the feelings and issues that have cropped up in our discussion. Shall we do the flip chart now – writing it down – see if we want to say anything more about them? I've written: Time issues: school deadlines, fitting in Laundry and Housework, children asking for school work support in the morning with; Children's moods and behaviors. Then - Feeling of being tired – I've just added that – feeling that you are not organized: feeling that you want to be organized so that you can be calm -developing patterns of being organized – like routine of laying out clothes of a night. But, I also had a little insight about that too, which I hadn't had before. When we talked about routine. It isn't just about getting through the work – 'cos from what you've said - it's a way of trying to manage your feelings of stress, and the children. Stop them picking up on it, so managing their behavior too.

OD: that's what it is, that's what I meant, if yer stressed the kids pick up, if your organized you're calmer

CK – has anyone else written down

KB : I've written down 'failure' 'cos everyone more or less said, that they felt they were failing.

TK : I've put down, 'feeling people criticizing ye', cos me and K both felt that.

CK, can you put them on the flip chart W? Did we say, what we felt when we were criticized? The Tuesday group said they were made to feel bad about themselves. They felt judged if they got in late for school

KB Well ye get penalized don't ye if y'ere kids are late fer school. Ye have to sign the late book don't ye, which as ye say separates them out from the other kids, the children who are in on time. I am just using that as an example, but it is true. You are segregated depending on your circumstances. If ye've got a child misbehaving, then everybody, no matter what they've bin talking about, automatically starts talking

about your child's behavior and what ye should or should not be doing. And you do feel bad as a mother.

11.Theme: No Choice

CK: Something else, as well, can we just look at two things, One of them relates to last week, when you described all the work you did in the morning: laundry, Hoovering etc. I've been pondering over that. Why are you doing them and why trying to do it then, and not later.

KB : Because if you can get them done, you can get on with yer other jobs during the day, 'cos there is always something to be done, isn't there?

MN : Well ye have not got a choice. Like getting stuff ironed in the morning. I mean what would ye do, sit there!, 'can't be bothered to take them to school today', cos yer too tired? Ye've got to do it, ye've got to do it fer your kids really haven't ye?

KB : L. said to me the other day when I was stripping the couch, "what are ye doing that now fer?". Well it can be washed by the time like just before we go out, then I can hang it out to dry, and then it can be dry by the time they get in from school. Ye know, 'cos then I had two thousand and one other jobs that also needed doing during that day. There is the odd day when I don't have any cleaning to do, like I went home one day in the afternoon last week and I prepared all the tea so that all I had to do was whack it in the oven when we got home from school.

CK So is it a sense of responsibility then that's pushing you to do all the work?

KB : Yeh, and 'cos I'd feel embarrassed, if someone mentioned (noticed and commented) like that it wasn't done. 'Cos I'm on me own, so it wouldn't get done (if she did not do it). I mean kids try and help but they make extra jobs don't they?

CK: Interestingly, although we are looking at breakfast time and our feelings, we haven't talked a lot about feelings to do with food or what and how children eat. It's like as though the focus has been on your feelings in relation to the children's moods and behaviors and then it fanned out from there about trying to get organized. So where does the actual breakfast fit into all of this?

TK: It's part of it. My three, I must sound like a maniac with my organization. They must have their breakfast before 8 o'clock, and then get dressed. Me eldest one gets washed and dressed upstairs and then comes down and gets breakfast. Me daughter likes cold cereal, and me little two have Weetabix or ready brek. And then when they get in from school, me younger two (after dropping the older one at

school), they have a piece of toast/ that will usually see them through until dinner time then.

12.Theme: TV

MN: Well he comes down stairs, TV on. I go and cook four pieces of jam on toast, one small one for me little girl to chew on, and then hell eat that watchin' TV. He eats it quite quick cos he shovels his food away. And he'll sit for about half an hour and then have a run around and then he'll want cereal. Gets his cereal whatever he wants, and then he'll just eat constantly all day, there's no set meal times. I'll give 'im what he wants, like at the moment he has got an obsession with chicken nuggets, beans and pork.....

CK So does he tell you what he wants for breakfast does he?

MN : Yeh, he tells me what he wants fer breakfast and what he wants fer his diner and tea. He's two (years old) now, he is a good eater. He'll come up and say, 'jam on toast mummy', but he will add 'please' ont'it, he asks nicely. And he walks into me mums, goes into her kitchen cupboard and packet of noodles out, and its, 'noodles nanny' and she'll cook it, and he will eat it all. He's not gonna waste it, he will eat it, so I don't mind, cos he used to be, he never used to eat. That's why I make sure that he gets breakfast, he used to have a bite of toast and then run off and play, he didn't want it. But he knows now he's got to sit down and have that breakfast at least a piece of toast. I'm not bothered if he eats it all.

CK How did you get him to start sitting down?

MN : Well the TV is on, and I'll cook all the toast, then we'll all go into living room, and me couch folds down int'a table. It folds down, so he gets his cup of tea and his toast. L (baby) is sat in bouncer and I sling her, her toast. The back of coach, ye put your arm on it and it folds down into a table. It's a recliner so you can pop your feet up and that. He's quite laid back, he'll sit there with is recliner up, and his table down with his toast on it and watch TV.

FD: With me younger brother (4) an sister (2) he'll have his toast while watchin' 'Thomas the Tank' and he'll eat like a snail. But our xx she's like a gannet, she'll eat her toast, then she'll eat all the fruit in the house, but me younger brother, 'e'll just have his toast and then nothing else. And then he'll come home from school (for tea) and he'll have his pasta, and then he'll just pig out on chocolate. Mum and Dad

give them their breakfast before they go to work and then I give my sister her dinner and then I give them both their tea

13. Theme: Negative judgments

Muffled question from KB to FD about breast feeding her baby:

FD: 'Well its gone all right but when I feed her in town, Ye get people walking past and sayin, 'oh ye shouldn't be doin that. But at the end of the day it's my choice how I feed my baby.

MN I used to get that. But ye'd get the odd makle (?) who would be like that, saying, ' Why are you feeding her?'

FD: When I was in town, I was feeding her, and I had a sheet over me, and cos I had the baby's hand ere, someone thought I was injecting meself (as a drug addict) and they made a comment to me mum, 'Why is she injecting herself in public?' and me mum said, 'She's not, she's feeding her baby'.

MN: The older ones are worse for it !

CK: What do you call the older ones, I mean what age?

MN: About 50 and up – they're the older generation. Well ye get lots of people looking down and judging ye, and they're the older ones, 'cos I'm only young meself. Looking at ye as thought to say, 'You shouldn't have kids at your age and that, but its each to their own isn't it. Ye can have kids at whatever age ye want.

CK: I agree entirely, but listening to you saying 50 was old, I'm now feeling ancient (everyone laughs).

FD: I remember one day I was in Town and I had me little sister, she was only a couple of weeks old. And I had her and me brother in a twin buggy, and I was with me Nan and me Granddad. And someone walked past and said, 'Look at that, a Kid havin Kids'. And me Nan collared her over it, fer jumpin to conclusions.

TK: Well I got that a lot, 'cos I was only 17 when I had me oldest. It was horrendous walking down Town; they used to look at ye as though ye were the scum of the earth. I used to hate standing in queue outside post office, because ye'd get them walkin past just lookin at ye, as though yer leaching, like 'Oh another one, probably doesn't know who the father of her baby is, on dole'

YC: The funny thing is as well, in the past times, people got married earlier and had children and families younger as well. So the only thing it can be is, as ye start getting older, other people start lookin' younger. That's all I can think of, because

when I do see mums, I sometimes think, 'I wonder how old she is?'. I wouldn't ever say anything but I think they look too young to have a baby. But they might be 21 but I'm thinking they only look about 15.

KB I find as well, It's not just about yourself ye feel it. It's yer kids people can comment on, then ye know, ye feel embarrassed. 'Cos like the comment off the lady, like with L., She has always been a big girl, I'm big and her dads big. And like, (the woman's comment): 'Feeding her chips?' and I'm like, 'And why not?'. There'd be comments, like if yer walking round Morrison's. I find meself doin' it, but I don't like other people doin' it. Even like the girl at the check out like ...

OD: Yeh I do think people look to see what yer buyin' and bein' sly (critical thoughts) about yer

KB: I think Ye do get judged on what ye buy a lot of the time

OB : When ye get yer shoppin', like I take me mother-in-law shoppin' as well, and she makes so many comments about how I bring my two up. 'Cos like she's had four kids, that whatever she does it right, and that she 's the best person you could ever ask advice off cos like she has got four kids, so she knows it all, she's like that. But I do feel that when we get to the check out, she's checkin' up on what ye're buyin, and like 'cos I'm not working at the moment, 'cos like I'm on maternity, She's like thinking "Oh she spending our M.'s (OB's Partner) money and what's she buying (with it)? What's in there for herself?'. It might not be true but that how I feel.

KC: It might be also about what you're worried about. Cos when I get to the till, I think, 'Oh God, 'ave I got loads of crap', and I'm like that.

MN: I am like that cos in Asda they have a 'Reduced' section and loads of people used to swarm that. And I used to think, "Why do you do that, pay a little bit more'. But I do that now, cos it's only near its end date. I buy them now. I got some pork stakes for 40 p and I've put them in the freezer. If ye freeze from before the date its gone out of date

CK: So feelings about food, and feeding – it includes feeling people are looking at what you're doing ? What about your own thoughts about what you are doing – what about your feelings about giving breakfast. You were telling me something interesting the other day, Y, about your feelings being linked back to you childhood:

YC: Very rare now that my kids have gone out now without breakfast, only because learning how important breakfast is (health education classes) and also when we were kids breakfast was a luxury really. We didn't really get it. Ye know, we might

on a Saturday if we were lucky, but it must have been down to disorganization, cos we were up, dressed and out. And we might get a Kitcat on the way to school or something. And I can remember what it felt like not having no breakfast: Stomach rumbling, and waiting for that milk. And I remember how lovely it was to have that milk and a malted milk biscuit it was lovely.

Whatever they (her children) say, they are having breakfast now. K has got a bit picky lately and she might say I don't want that, and I think, "Do I respect her wishes or just force her to eat just something?". So like she'll have a piece of fruit - even though that's not supposed to be good enough on its own. But just so I can know in me head, so I can feel that she is not going to be starving all day till dinner time or whatever.

KB We 'ave all sorts for Breakfast. Like if I've ordered a Pizza the night before and there's a bit left, I will let them have it, only because me mother, I used to hate breakfast when I was living with me mum because it was Muesli. And as a kid ye don't love Muesli and I used to hate it. I try now to like not be as fussy, they still have something like bagels and chocolate spread or whatever, a banana erm or they have toast as they're walking up to school. And me mum used to comment, "Kids eatin' in streets' (disdainful) ye know? , and, "should be round a table" and stuff like that. But that's why even as babies, I used to chase L. round with a spoon (to feed her without her having to sit). As long as she was eatin', I wasn't bothered as long as she was eating. So I've sort of gone the other way to me mum ...

S: It's like you've said before, yer mum was so strict, you've gone the other way.

14.Theme: Skills

CK last questions: What about the skills, Did anyone make a note of a skill they used last week?

KB: multitasking; nutritional knowledge - cos ye think is that good enough for them.

MN financial – buying near out of date food cheap and freezing it.

TK : I think organization; I do think I'm quite organized. I did not realize how organized till now (listening to others) everyone laughs at the implications of this

CK: OK w have you got them. Our times almost up, any skills related to Children's moods?

KB : Refereeing

OD: Trying not to lose your rag over something small 'cos otherwise they don't know what really naught or wrong. But I did notice, that its minor things that set you off cos of the way ye're feeling. 'Cos when your in bed ye feel really bad. Ye think back and ye've shouted. And it was really more about how ye were feeling yerself.

MN : Sometimes ye can take the big things and ye can go all day taking the big things, and ye just get so stressed that it a small thing that sets ye off.

YC: Yeh, but I'm just thinking now what Christina said, As a mother, ye're learning al the time, and sometimes ye need to give yerself a pat on the back and say, 'well I've done a good job actually'.

MN : Yeh, it's true, 'cos sometimes ye don't even realize all yer doing.

OD: Like last night. I rang me dad last night to come down 'cos I was so stressed out. And he came down and he was only with them ten minutes and he said, 'how do you manage?'. Just him sayin that, made me feel better.

KC I think that yer own family has a big impact on ye as a mother. Like yer dad there. Yer learnin all the time, but yer kinda startin' off with yer kids, from the way your parents were with you. Ye don't just start with a blank.

CK Is that something you would like to reflect on and talk about?

TK J yeh, I would, I think my mother has had a really big influence, 'cos she had it so hard, and when we were kids, how she fed us.....

APPENDIX 13

Growing a Story from Bread making

- The following is a verbatim transcript of the dialogue in the research session.
- An analysis of the themes of interest shown by participants has been undertaken by the author more recently, and is shown in bold lettering.

Introduction

CK I went round the art gallery in Liverpool last week. I was curious to see how mothers' 'Feeding of the Family' was portrayed. What I noticed when I went round the art gallery was they had pictures of mothers, sometimes even sitting round the table, but they were all in very passive poses, all sitting, none of somebody standing at a stove, there was no one 'in action'. It made me realise that we are just the opposite to that, what we are aware of, when we give an account usually, is what we have done. And then when we grow the story, we're growing it through building up a picture of the total person who is doing the actions: their thoughts, observations, feelings, emotions etc. Today there are couple of things I wanted to mention - really trying to pass the research over to you a little bit more, because I listened to the tape of the last session we had, the dialogue, and as I listened I realised that me and Linda did a hell of a lot of the talking (laughing), and it occurred to me, that if we keep jumping in then we are possibly stopping everyone else from fully participating. So I thought today, maybe we should return a bit more strictly to the process of growing a story together as this is an entirely new topic. And then when we feel we have finished growing the story and that it really has meaning, then we can summarise it; and then we can make a decision about what to do next.

So if we begin with K giving her account, then in just a sentence we say what the story has just made us think in relation to ourselves; and then we break for 10 minutes or so, while you each decide on the questions you want to put to K.

CK So K, the loaf you've brought in to show us looks lovely; so can you tell us your story about making bread?

KD: I don't know I just wanted to try it, me dad got me bread maker fer Christmas two years ago. Well he didn't get fer me actually, got it fer me partner an I 'ad a go' and it worked better fer me than it did fer 'im. So and then I started doin' it by hand cos it's easier, especially in summer cos its warmer and it helps it rise better, so I don't do it so much in winter cos me hands are sore now

Grounding the Account in our Knowledge and Experience

ME Is it easy to do? ...

CK (Interrupts laughing and say to M): K. has told us the story of how she came to make bread and we are going to just go round to each say something about what the story evoked in us, what it brought to our minds about our experience, like a memory, a feeling, a thought ... and then we will get the questions ready to ask K..

ME I don't get what you're askin'?

CK, Well maybe you could just say, "I'm now wondering how it is made and whether it is easy" but not actually ask the question because others have to say what it meant for them too.

KC (interrupts) Or Well, think like, does it bring back any memories to you?

CN We didn't do anything like tha at 'ome, but I used to work at Pimbletts and all the bread and all the different types of bread that there is about. And you wouldn't realise the different names of them as well that you have to remember, when I was there.

KC It has made me think that I might go and buy one (a bread-maker) 'cos when we have home made soup, I usually go and buy the bread that is probably like home made, that is not sliced, from somewhere like a bakery, and the kids love it. And I think, "Oh the taste, the taste of homemade bread", 'cos we used to buy it in bakeries. I remember when we were on holiday, and ye'd slice it in really thick chunks and toast it, and put butter on and so, I am thinking I might go and buy one and try it.

DY I just thought it was interesting, it probably works out cheaper doesn't it?

KB It brought back memories of bein' in me mums kitchen and the smell and it always makes ye hungry. Me mum made bread and I make it with me kids.

LN K's story is interestin' but like I've never made bread 'cos I go the shop and buy a loaf of bread and it can last me a week. But I'm not really into bread makin'

FM: Same with me really, it brought back memories of me mum. Me mum and me Gran used to bake, but it doesn't interest me, I wouldn't have the patience.

NT Every time I smell homemade bread, it reminds me of years and years ago when the kids were little and there was a bread strike on. And the only place that ye could get 'ome made bread was at ASDA at Wigan, and we used to travel down to Wigan to get as many bread, I think ye could only buy six. We'd buy the six but the kids used to eat it warm in the car on the way home and put their fingers in the middle and just eat all the middle out of it. So ye'd go to slice it and there'd be no middle in it. And I always think of that when I smell homemade bread.

CK so K's story had got us thinking, it's brought back our memories or made us realise we don't know a lot about making bread, but it's made us start thinking.

Lets stop for 10 minutes now while we prepare our questions: The questions help build K's story because what we are goin to do through the questions is help you to think more K. Your story was over in a few minutes, but I bet there is a lot more interesting things to find out about it and we want to draw it out with our questions.

Participants distribute questions among themselves

About the Practice

CK to participants – The questions are just guides – they are to help us to understand more of K's experience

Cost

ME I wanted to understand if she's bread makin', I know the ingredients, but are they easy enough to find and are they expensive?

KD No really, it costs about 80 p for a bag of flour and ye get three loaves out of that, 60p for six sachets of yeast

ME and do you use one sachet?

KC No, two

CN Do you make different types of bread? Do ye do whole meal bread or just...

KD Mostly do wholemeal cos that's what they like eatin. We do white fer toast.

KC Are there any negatives or problems with the bread making?

KD Sometimes it doesn't go right. It flops? Depends especially if you are makin' it hand made. It depends if the yeast is warm enough, if the room is too cold it doesn't rise so there can be problems! Just keep tryin'

Technical Knowledge

DY How did you learn how to make bread? The ingredients? Did you know before ye got yer bread maker? Or did ye get like a recipe book or something with it ?

KD I went on the internet. Cos ye can get different recipes off ye know the UK TV food channel. Ye can get all the recipes off there.

KB You know when you ever make bread, like it does take a couple of hours doesn't it? Ye know fer to let it rise and that. Do you know like when yer kids are tuckin' in, how does that make you feel? Do you feel satisfied 'cos like they've enjoyed it and that?

KD Definitely, a lot better than buyin' a loaf from the shop. I mean I do that as well, cos they go through that much bread.

Children's enjoyment

LN What did you find encouraging?

KD The way the kids reacted to it, 'cos they wanted more, they preferred that to shop bought bread, even to bought hand made bread, especially when they helped as well. 'Cos they like helping.

FM Have ye found anything disappointing with makin' bread like?

KD No, nothing

NT Why did you pick this experience to share with us? .

KDI don't know/ one of the interesting ones Ive got /

Ecology: Something better – No chemicals

DY What did you want to achieve when you made the bread? Was there something about why you decided because after al it was bought fer yer partner?

KD I wanted to give me kids something better than just plastic bread as I call it

KC Better taste? Better quality?

KD Better 'cos I know what's in it. I know exactly what's in it. Instead of, you buy something from the shops and ye don't always know what's in it! What's been put inside.

ME Are you sure it wasn't to get one over on your partner (Everyone laughs)

Mothers Feelings

Proud

CK So we have chatted about the practicalities – tell us about you now. What do you feel like when you are about to make your bread?

KD Proud that I am makin' something fer me kids. Proud that they enjoy it better.

Field Note

This is a moment when premature resolution of the story could have happened as participants accepted this as a fully explanatory statement as to why she is bread making. .

CK Do we want to have a think of any more questions to ask JC

ME How do you find the time. I think she's got the patience of a saint.

KD I do it in the morning when I get back from school cos it takes 3 hours anyway.

Do me house work while that's going

ME Cool!

CK How long does it take then –

KD That takes 3 hurs 40 mins

Waste of time

ME Well, you see me, I think that's a waste of time! It only takes you ten minutes to go the shop

JB Have ye ever cheated and used one of them where everythin is in a packet

KB Yeh I've done that

JB Their so easy I've used them

DY Do they eat leci (electric)

KD No not really, I think the kettle uses more than them, even though its on for so long

KC Probably a bit like the slow cooker

CK I'm still not sure of the methods – sometimes you make it by hand and sometimes use your bread maker?

KD In summer I do it by hand. You just put your ingredients in a bowl – (description of use of the electric bread maker) ..and the same by hand. Put your ingredients in the bowl and knead it, leave it sat at the side for an hour fer it to rise, then knead it again, then let it rise fer another half hour then stick it in oven and it's done.

DY When you put it in the bread maker do you knead it as well?

KD No it takes about two minutes to put the ingredients in, switch it on, and it's done that's why it takes three hours, it mixes it, kneads it.

LN I want one, I want to try it!

KC Does it cook it as well

KD Yeh, it does everything

The Spiritual realities of bread:

Investment of self and satisfaction

CK But you choose not to use the maker in the summer, why is that?

KD I don't know it's just that I like doing it

DY Is there a better quality to the bread

KD No really

ME Its more satisfaction isn't it?

KD Yeh. 'Cos I've done it myself

KC Is doing it yourself important, what do you mean?

KD 'Cos I've done it myself, stood there, took the time

CK Is it what you have invested in it then?

Participation and enjoyment of Children

KD Yeh. Cos I've stood there, took the time, and they enjoy it better. The bread maker does it a bit better – better shape – so it's not the quality. I enjoy making it by hand, plus the kids help so they get involved

DY Oh so the kids get involved?

CK Well this is a new aspect of bread making that we had not thought about before.

ME When you say the kids get involved, do you mean they just ...

KD They help put the ingredients in and they help knead the bread 'cos it can be quite hard

CN Do you enjoy any mess they make?

KD Just get the Hoover out ..

KC Do they understand why they have to leave it? (leave it to rise)

KD Yeh they do. B. (her son) does cos he's 14 now/

JB Like when you've helped them to make it, and they've spent time with you, do you think they behave better?

KD No it does not make any difference really. They sit there in front of the oven waiting for it to come out, then they go back to the computer. They are quiet for a bit after it, then go back to playin' on the computer, but they don't fight a lot any way

KB You've got lovely kids then

FM How is the bond with you'se when your doing the bread makin'? Do they argue about what they do, like, "I wanna do that" and the other wants to do it?

KD They know what part they're doin' so they don't fight over it, they don't fight over it. They save that for the computer.

NT When you make your bread by hand, do you make alternatives like rolls?

KD Yeh, rolls, bread sticks

Co-ordination of interaction with others

CK When you said they know what their job is, that sounds like you are managing them. They know what their job is, and that stops them fighting? So how did you work up to that? How did you begin to get them involved in your bread making?

KC Well when I was making it on me own, they'd come in and say, "can I have a go?", So I would say, "OK, You do that then", and (to another) "You do that...". They have their jobs

DY What are their jobs?

KC Well S. puts the flour in ,cos he's only three. Then K. puts all the other ingredients in and gives it a stir, then the rest of us take a turn of kneading it.

ME when you say you do it by hand, what utensils are you using? When you're making the rolls and so on? 'Cos I've never made bread I have no idea what you'd put it in?

KD Just need a bowl

ME You cook it in a bowl?

KD Oh no. You put it in a pan or just on the baking sheet

ME But if you just put it on a baking sheet - wouldn't it just go splurge?

KD Well it depends what shape you want

ME Oh

NT Would you use a cake tin?

KD You can then

ME See, I wouldn't know what to put it in (wondering voice)

Various suggestions by people – talk of loaf tins

ME I wouldn't mind having a bash actually!

CN: I wonder if you could use the foil tins you get your rice in (from the take away)?

You know for a first attempt save buying a loaf tin?

KD But it's got to be firm enough though, if you want it to rise high it's got to be firm

LN I suggest we all go to K.'s house and she can show us all how to do it. Cos I'm getting' interested now!

ME Well maybe we could have a cooking session in the kitchen here?

CK K., has brought us some bread to try

CN I love it when it's hot

KD That's not hot

CN But when I worked in the bakery at Pimblett's and the bread used to come in and it was hot and you could smell it. Oh I used to love it. I used to think I would love it hot with butter on it.

KB I love it cos you can cut it as thick as you want it

Source of Pride

CK quickly summarises with KD what is important in her making of the bread: ‘

- Proud of making something for her kids
- It is valuable because she puts time in on it
- She knows what's in it and there is no chemicals

- It tastes lovely and kids like it better than shop bread
- It has become a family occasion: potentially one of good bonding
- Kids get involved and have their own jobs

Break

CK are there any more questions before we finish?

MN Do your kids moan when you buy shop bread

KD No

CN Do you get them to help you so that when they are older they can do it themselves?

KD Yeh. Cos B. can already do it now. He's 14

KB That's great isn't it for a lad of 14. Bet not many lads of 14 can do that, especially round Parr!

Educator: Preparing Children for the future

DY Has it happened by chance that you got the kids involved? or is it something in you that wanted it to happen?

KD I wanted them to learn, 'cos when they leave home they need to know. 'Cos they don't teach them in schools, they teach them how to put things in the microwave

ME How did the first one happen?

KD I think they were bored

Choice to involve: interactions

CK Yeh, but you chose to keep them involved and to give them a job. You did not say, "go away, out of my way", there was a choice there for you about how you responded.

KD They're always there, it's very rare they go upstairs out of the way, they are not typical teenage kids at all.

KB You must have really like good relationship with your kids cos I can't wait to shove mine upstairs to be honest, you must really have a good relationship.

CN Patience of a saint I'd say

ME 'Cos I know me self, when P (10 years old) comes in and says, " can I help? It's much easier to say, "go away, I'm busy" and shove 'im out of the room

CN It's nice though that they want to help though cos they want to learn so that's a good thing

CK K. you said you just thought you would have a go – but was there another reason that made you want to try -

KD I always wanted to see if I could do it

Break with the family's skills deficit

CK Was there a tradition of baking or anything like that in you family

KD No not at all. But it was when I was really really young. When me gran was alive she used to bake, but after she died, we didn't at all

CN I'm just wondering as she (referring to KD) has so much patience if she would let us go into her big kitchen and show us how to make it

ME It must be great satisfaction to make it by hand, to actually make it by hand and then see your kids eat it

CK to KB – but you do a good bit of baking yourself?

Ecology: connectedness with the material world

KB But mine main reason is cos like, cos you know all the rubbish, you call it plastic bread (to KD) and it is plastic bread! They bleach the flour and everything! You know the bleach you use in the house? Well they put that into bread. And ye know, you wouldn't give you kids bleach to drink but you give them bleached bread! I do still buy bread but I always try to get unbleached flour, unrefined stuff

LN Well I've never thought of that, I just go the supermarket and get bread. I mean breads bread, in'it? It still goes down and goes the same place

KB But it's like sugar as well. I try to get the unrefined stuff. It's all through that 'Mend Programme'

CN Well I've been trying to cook healthy stuff recently

ME Is that case someone comes and see's you doing chips? (laughing)

Reminiscence of food relationships between Participants and their Mothers

CN well someone actually did. Me boss called at Christmas ye know with a bottle of wine, and there I was cooking egg and chips. Cos I used to eat eggs all the time. I was brought up on eggs as a child. I never would eat anything else, wouldn't eat a Sunday dinner, anything like tha'. Me Dad always worked so I don't remember seeing them cooking, we always used to eat sauce butties, tomato sauce and brown sauce butties. But since me Mum died, I didn't have a chip pan, but I thought of me Mum and thought I'd buy one and get chips and eggs. And I remember before she died, me Dad was cooking for her. She didn't want to burden him, so she said to me, don't tell me Dad, but go down and make me chips and egg. And she sat up in bed and ate them all.

So I was proud to know me chips and eggs are like she made them cos she ate them. So it's like a memory as well. I didn't have a chip pan but thinking of how me Mum did them in a proper, proper chip pan. So I went and bought a chip pan but I never leave the kitchen while there cooking. I'm very cautious, 'cos obviously with chip pan fires.

KB Our parents influence us more than we think. I always thought I was never gonna be like me mum. But you know through this (the research), (I've found) I am like her. Not as bad as me mum...but I am like her yeh.

CK shall we summarise again what we've said. I know we haven't written it all down –can you write it down on the flip chart again ... I've written some down

Flip Chart Summary by participants

- Knowledge -she did research she went on the internet to find out how to do it
- What did she achieve - satisfaction; quality bread; chemical free; occupied children; good relationships
- Challenges - bread sometimes does not work but can be fed to ducks
- Encouraging – children enjoyment; children involved; the bond between because they had their own jobs/ educating them life skills for the future
- Why by hand... The more effort she put in the more satisfaction she felt. She felt proud

So what else have we learned?

- The patience she had
- She let them help
- The fact that the children wanted to do bread is evidence of a good relationship; getting on together as a family and all doing it without arguing

CN summing up her understanding:

Well because yer siblings, they're always – they're always arguing. Well in K'S case they're not, but in other families if you've got a few children, they bicker don't they, with each other? But if they get involved together they're getting on better, they've got better relationships with each other

CK So what you are proposing, just as a theory, is that there is a connection between KD getting the children involved in the bread making and family relationships. That could be if you wanted, a focus of interest in bread making....?

Anyway, let's look at the research process:

How did growing a story help us learn today?

- Through the questions, we made K. reflect and remember, and tell us more bits about it. That gave us a bigger picture of what bread making is for K. What she does and what it means for her.
- Now we (the group) also made good insightful comments
 - E asked about the relationships when children were involved
 - C's – about Involvement in making good relationships. Doing it meant doing something with the children and was helping the children have good relationships together / getting the children to get on better
 - K saw that the children being able to work together was evidence of a good relationship

Conclusion: As a group we are interested in the involvement of children in the bread making and in the chemical free aspects. .

- Unresolved Practical Issues arising as identified by participants

CN We all want to get a bread maker how do we get one

LN Well it still puzzles me how you do it and get your bread made

CN How does it get its shape?

KC Does the timer go off when its ready and is it actually ready? Does it let you know when it's ready?. Can you trust it?

KD Yeh

ME When you do it by hand you said it does not always work. What's your feelings after like you've done all that work and it hasn't come out?

KD Take it to the ducks (laughing) I'm a bit gutted sometimes but so what!

ME The insightful thing is when it goes wrong. Feeding it to the ducks, ye turnin' it positive!

CK Yeh, so the bread making story is still going on, but it becomes a reason for a different sort of family activity.

CK I know what you mean about the effort you put in, but its true about cooking in general when you put a big effort in you get satisfaction but sometimes you don't. Previous stories we've shared have shown that it can be equally not true.

KB If I've slaved away and made something, if they don't eat it or don't enjoy it, then it really is disheartening, where but if they enjoy it you get a sense of achievement

KC So its their enjoyment as well as what you put in it.

DY It's not just a matter of feeding them

ME Going back to the bread making, because ive never seem it done. Never had a go, my point is, why bother if you can just buy it? 'Cos although she has talked about it, I still don't know what she actually does. OK I understand flour and yeast is that it?

JD Sunflower oil, sugar

ME So there's more things comin into it. I wouldn't know how to do it, whereas if we had a go, If I'd seen it done or had a go

CK So there is a definite issue on the practical side of things, about the skill itself and not just the experience, which before the session is out we should try to resolve.

DY The fact it (the bread maker) was available is something – cos if it wasn't there you might not have a go

MN How big is the bread maker? Can it fit on the surface of your kitchen?

KD Yeh

KC If you do it in the oven how do you know it is done

KD Flick the bottom and its hollow

CK We did not identify these skills in our other questions.

ME Does that take practice then?

KB You learn it and get used to it

CK To conclude then 2 questions:

1. J, after growing the story, how do you feel about it now?

KD it makes me feel quite pleased with myself. It is easier when you're asked questions, for me anyway, 'cos I am not good at talking.

2. How has listening to the story influenced us as a community of researchers

NC well at least for me, she has influenced me, I'm gonna have a go at doin it, if K can do it so can I. I don't know about anyone else, I'm gonna have a go/

CK Which bit of the story influenced you B

NC Getting your children involved and havin' a go, cos I know one of my children will have a go, that's R. but one of my children, she does nothing, typical teenager up in her bedroom, so I'm gonna try and get her to have a go...she has got a bit more time now/ and I might get her involved in some things/

ME its opened my eyes / cos when she said she had made bread ...I thought why bother, but I'd like to have a go now

KC I wouldn't mind having a go I'm curious now

CK, So its seems more or less everyone wants to have a go at it, OK, we can look at the practical issues round that. Let's taste the bread now,

APPENDIX 14

Transcription of Research Session: Tuesday Group

Feedback from Action Reflection and Dialogue about Experiences of Bread-making

Research group recommenced after the holiday. During the holiday period, participants had agreed to try making bread at home and to come back and tell their own experiences.

- The dialogue below is a transcript of the research session.
- The foot notes are my own observations of participants learning which are reported upon in the thesis.
- The summary was compiled by participants but not discussed further in this session

CK: Introducing the session

We all tried making bread together in the centre and it was a success –everyone in the centre was talking about it. You all took ingredients home with you and said if you could, you would have a go making it with you children. Some of you have tried it out at home and are going to tell us what you experienced and learned from it; and then when we dialogue – we will agree what we have all learned from our experiences and from listening to that of the others.

In terms of outcomes, when I write up the process, this swapping of recipe's and skills and knowledge is part of the research process – but it's also an outcome isn't it? – It's a way of presenting our knowledge and practical skills of feeding the family to each other and then we can use each other's knowledge to go on and do things we couldn't do before. M will you do the flip chart at the end? At the end, we want to write down a list of what we have learned from our own and others experiences of making bread. So, you've all got post it notes – as we go along, jot down anything that you feel you have learned about the experience of bread making from thee dialogue today.

So just before we begin, a question for K. who told us her story of bread making: we have had the practical session and you've talked to people about that. How do you feel about having told your story now? It's started off a bit of a chain reaction?

KD Weird. I don't know. Because everyone is sayin', "Oh, We have made bread" and I'm like, 'OK' . It's Weird. It's strange'.¹¹

CK Does that make you feel kinda good?

KD Well Yeh. Yeh it does

CK 'I look back and think who would have thought that K., who is quite a quiet person would now have influenced so many people! She came in with her story about bread and its spread like wild fire. It was great thanks.

Feedback from agreed action to involve children in making bread:

CK Now we want to catch up with each other because there has been a holiday hasn't there?

KB Did I give you the poems – did I leave them on your desk?

CK Did you? Which ones?

KB Yeh my poem, about takin' the kids to Iceland in the holidays.

CK Yeh you did. I loved that bit about the kids playin' havoc with the trolley ... [] I'd like to come back to that if it's possible after those that want to share their stories about bread making. We said we would make bread at home with the children and share what we learned from the experience. We were particularly interested in how we experienced the relationship with children but also anything else we might like to say.

ME Well I reckon we could take action now, open our own shop now. Well I've made bread everyday¹²,

Others Chorus: Have ye?

1. Bread Making engendered a mother's experience of her child's admiration

ME Yeh. Oh it's a must now wi' P. (her child). He doesn't like bought bread now. I took it 'ome and I've left it there and I went 'P!' and he went 'ohh..' (sighing). Ye know like that. He looked at me like that and he went:

'Where 'ave ye got that from?'

¹¹ Aware her practice had influenced others – describes this as weird and strange, but these words were intended to express positive feelings

¹² Immediately sharing a change of practice

And I went : 'we've made it'

After tea, he asked me again, "Where 'ave ye got that from?' and I went, "We've made it',

He said, 'Oh, wharrever!'

So I said 'right come on then'. So I gets the things out and 'es lookin' at me, goin' 'Yer really gonna make it?'

And I says 'Yeh come on. I'll show ye. Get them scales. Come on'

And there he is kneading' it and he says, "Mum. I don't believe you!" (Showing he is a bit in awe of her)

So I say, "well I've not invented it. Somebody else has shown me how to do it"

And he said 'God isn't she clever'

But he was made up. And ye know when we left it to rise. I said, "Now leave it now and it'll rise" And he went, "I don't know what you mean". So I said, 'Go out and play and I'll shout ye in". When I shouted 'im back in, I said, "Come and have a look P. and he went, "O my God Mum, it's gone from that to that" (L shows change of size with her hands), And he was shoutin' and I was sayin', "Calm down, calm down". He just couldn't believe it. So it was a bit of an eye opener to him¹³.

The only thing is the bun. I made buns last night so he could make a bun, so he could have his bacon on it this morning but it was rock hard. I think I left it in to long. CK Yeh I think you should reduce the time in the oven for the buns

KC Yeh, that's right, You only nee about 10 or 15 minutes for the buns. Ye' just till they go brown, and then tap the bottom, to see if they are done¹⁴.

MD But he still made me put his bacon on it this morning anyway. Even though he was sayin' ' I can't bite it mum' (laughing heartily) So he was absolutely made up
CK Fantastic Story!

2. Positive encounters with Neighbour and Hairdresser

ME I've even took some down to me Mum. And I've got an old lady next door. I made some soup and I took her a couple of slices down, and she was made up, and

¹³ Identifies Child learning

¹⁴ Recognises the technical skills: Time needed and assessing if cooked

I've even passed the recipe on to my hairdresser. So she can make it with her little lad¹⁵.

CK Wow

LN The generation of bread making it could go on forever

ME I'm made up

CK: So come back to us and let us know if she does do it

ME: Yeh well I told her what stuff to get and that. Surprising 'cos ye know that big flour that you got. Well I got one of them, and I've made three loaves out of that so far, and I've still got about that much left. Well it was only (price said indistinctly). And I've already made three loaves out of it.

CK How much does it cost to make a loaf of bread then do you reckon?

ME: I don't know

KC: You get about four pound loaves or two, two pound loaves to one bag don't ye?

EP Well I just made a bit ye know, off the yeast, there is a recipe. Well I got a big bag and I've got half of it left. 'Cos I made like a big bun

CK to EP What was yours like?

EP God it took me longer to clean up than actually makin' the bread¹⁶. The kneadin' ten minutes. I didn't realise it was so long. That's where I think we went wrong (with her bread in the class), in there (the centre kitchen) when we made it. I don't think we did ten minutes. That bit was OK. R. (daughter) was doin' all her little bits. But it rose. It was OK . They enjoyed makin' it. But C (older child) didn't like it. I got the whole meal bread flour. And she said, "I don't like that". So next time I think I'll make white. But it rose and it was nice. I had a piece of toast off it.

L: P. didn't like the wholemeal, he said it was dry,

CK I think the whole meal on its own might be a bit heavy. Probably it's enough to get half and half. What do you do K ?

KB I just switch one cup of brown flour for white flour¹⁷. But I don't use bread flour either. I cheat. I just use normal white flour¹⁸.

CK And does that work?

KB Yeh

¹⁵ Development of new social interactions through distribution of product of her knowledge and skills and also the knowledge and skills themselves

¹⁶ Mothers focus of attention was on the work involved in cleaning

¹⁷ Technical skill of bread making

¹⁸ Experimenting

CK 'Cos erm, the bread flour is more expensive

EP So what's the difference then when you see white flour?

KB Well, it still rises doesn't it. Even me mum says – well what did they do when they didn't have strong bread flour?

EP What is the difference?

CK I'm not sure, but I thought it was something to do with its rising.

KB Well I just use value flour, it's about 60 pence per bag

CK. So that makes bread even cheaper then

K Yeh, the only one I used proper bread flour for is the brown one – whole meal

DY I've not tried it.

3. Actively seeking positive encounters with daughter and neighbour

K to CK whom she had invited to join her at home in the bread making:

'Well you came out on the Friday didn't ye? , and me and L. we're absolutely obsessed now. I enjoy makin' it, but I like the white I think the whole meal is d too heavy for kids. The lady next door like. She was like, ye know, really impressed. 'Cos she said there are not many modern families who actually make bread¹⁹. But it does work out a lot cheaper. We go through about 6 to 8 loaves ye know a week and that's like £6-8 p Where if ye make it yourself it's a lot, lot cheaper²⁰.

COST

C K: I'd never have thought of it being cheaper, Is it cheaper when you count yer gas in though?

KB Oh yeh

EP – how much would ye say a loaf would cost: 50-60p would ye say ?

KB Overall the cost does work out a lot cheaper.

ME I know the first time I did it cos I already had the cooker on and I thought, "Why not?" I left it to rise. It rose quick cos the room was warm. But the second time I did it I only put the oven on after I'd kneaded and that, and it took longer to rise. Cos me kitchen was cooler. It took nearly an hour to rise²¹ .

KB That's what we do like. If I'm cookin' a stew or owt like that. I'll make the bread, ye know, while the oven is already on. To save havin t' build that heat up again.

¹⁹ Experience of positive attributed identity

²⁰ Financial saving in bread making

²¹ Learning technique from experience of reflecting on the process of bread making

KD I usually stick mine on the radiator ye know if it's coolin' down. Cos the recipe I've got takes two hours like cos its whole meal

4. Experimentation

KB: Well we've carried on making it. Well we threw all sorts in like ye know raisins. Even if L. did like sit there and pick them out which she normally does – she ate it, 'cos she'd made it herself. We put cheese and onion in, and we've tried puttin' chopped tomatoes in and stuff like –it went a bit soggy though. It was nice though. I put comfrey seeds in, every sort of seed and kids were eatin' it, 'cos they were doin' it themselves – and not pickin' it out. 'Cos if I bought a loaf of seeded bread from co-op L. would sit there and try to pick every bit of seed out. But 'cos she's doin' it 'erself, she loves it. Plus, ye can cut it as thick as you want, can't ye – so that's another thing that L. likes, she has doorstops for toast, ye know? Brilliant!

ME Brilliant wi' bacon on

KB Brilliant wi' bacon on

KC : Well I haven't made any yet bought I bought a bread maker 'cos they were on sale in Argos for £30²² . I don't know how much they are meant to be – but it looks a good one. It's got a little window on the top. I'm gonna give it a go, because I took the whole meal one home (one she made in the centre) and they loved that bread. All of them, just slices of it with

butter on. And normally they wouldn't, they always ask for white. But they did like that whole meal, and it was nice²³. I really liked that one that was the one we made here in the oven. But I did like the white one we made out of the bread maker as well that we ate so...

KC It's the smell that smells gorgeous though...²⁴

KC I've only just got my kitchen back. I've not even got any ingredients yet.

DY What's your kitchen like now – it it nice?

K Yeh its nice. There's still bits and pieces to finish off

DY What have you done to your kitchen that's different?

KC We knocked a wall through to the garage so that we extended it out

M So you've not got a garage though?

KC No

²² Bought the equipment but did not make the bread

²³ Children ate the wholemeal bread

²⁴ The properties of a newly baked loaf: smell is attractive making it more edible

DY But you've got a nice kitchen – let's get our priorities right ladies!

KC I've got loads of cupboards. I've got empty cupboards.

DY Well they'll soon fill up – they'll soon fill up fer ye

KC So the front of the garage is gonna be the kids play room, and that's gonna be done this week ... so I will make some bread this week probably.

CK That's interesting (speaking to KV) You said in the breakfast time story that your kitchen couldn't fit a table in for you all to get round. Are you going to get a bigger table now?

KC Probably, and I've got a cupboard that fits my bread maker in.

ME Cool

KC We put the shelf at the right height, so it (the bread maker) would fit in. My camera is broke as well (meaning that she had intended to take some photographs for the research but could not.....(everyone was laughing)

CK Let's finish going round the circle

LN I haven't made any

CK Well tell us what you thought about the bread makin' here

LN Erm, I thought it was good. I should have cut it in half and left yes half but I forgot. But I ended up leavin' it at me Mums because I wouldn't have used it, and there's more people at me Mums could use it. So I just took it there and left it there.

KB Did they eat it yeh?

LN Think so²⁵

5. Alternative Perspectives about worth

CK It's equally important though. Those people that didn't get round to making it – 'cos this is our research and there is no right or wrong ever, but its equally important for us to understand for ourselves, why we might or might not do something. So just coming back to you K– is there a reason why you didn't – some people rushed home like ME and made that bread and carried on doing it – but you obviously for another equally good reason, you did not...is there a reason?

KC I don't know. I've only got the ingredients and I just didn't have the time²⁶. I was quite busy over that half term. Yeh

KB Yeh, it does take time doesn't it.

²⁵ K had no feedback about her bread from her parents and others in family after the session. She did not try bread making at home with her children

²⁶ Issues of time

CK: What about you FD?

FM 'Erm I've been too ill really (FM has had a really heavy cold). But erm I got me sister to price up bread makers, and she is supposed to be buyin' me one for Christmas²⁷.

CK Ah. But would you not have a go without the bread maker though, in case you don't like it? Or in case you decide not to do it?

FM Well I don't know. 'Cos me sister likes homemade bread and that, so I think she is doing it so that I'll make it fer her. 'Cos she knows whatever I'm doin' in the research class, like whatever I get told – well I go home and tell her, so she knows it fer her little lad.

And 'erm she said, 'Oh, are ye makin' bread?'

I said, 'well I've gone into it'.

So she said, 'well why don't we get it and we'll do it together.

And she went out, but she bought a cookie maker instead of a bread maker. 'Cos she said, 'Well I thought the kids'd like cookies better'. But we've never got round to makin' em.

CK So had she wanted to make cookies?

FM Well she went out and bought it, the maker

CK So what's a cookie maker look like?

FD I haven't got a clue. I haven't seen it. She phoned up.

JB Yeh they've got all sorts of makers – they've got donut makers have ye seen them?

FM Well she bought it 'cos it was in the sale

CK Oh right

FM But she said 'erm like the ingredients fer it²⁸. She's priced em up. And she said they're quite expensive fer cookie makers. So I don't think she used it yet. I don't know. She sez she's gonna make some fer Christmas.

CK Well that would be nice for a special occasion like birthday or Christmas. It would be nice. F if you wanted to bring your sister and the cookie maker in one week, if you wanted. We could use the research money to buy the ingredients and we could make them together here. See if you want tomaybe ask your sister?

²⁷ Despite having seen the others making bread by hand, E still thinks she needs a bread maker

²⁸ Biscuit ingredients expensive

CK Now one of the reasons why we liked the bread making story when KD told her story was about the relationships with children and others when making bread. We wanted to test it out in practice as well – and we have reported back some of our experiences and discussed it. I've just jotted down a few points for K to put in the flip chart already – anyone can add to them. The points I wrote are about

- In some families children are now eating fresh home made bread
- Some children are eating whole-meal and seed bread that they would not eat before.
- Some children enjoy making bread. Of those that tried it, the slightly older ones seemed to enjoy it more.

6. Relationships for Spread of Knowledge

CK to ME: you said that your son was really impressed with you and it made you feel great. Let's reflect a bit on how it felt. What did you feel M?

ME Well I think that while I was doin' it, he put me on a pedestal ²⁹cos e was like: "I don't believe you've done that Mum" (conveying wonder in her voice), "All by yourself?". And I was goin 'Yeh'.

He said, "Give us a go' and he was at it ye know, all the kneadin' and that, and he was askin' me why ye knead it.

I said, "Cos you've got to get the air into it and stuff"

And its, "'Mum what ye doin?"

'Nothin'

And he says, "'Yes you are! What are ye doin?".

So I says, "Come on'

He says, "'Are ye makin' bread?"

I says, "Yeh'

He says, "'I'll do it

²⁹ L Valued feeling esteemed

An' you know, I was gutted³⁰. 'Cos I wanted to do it. Ye know what I mean? So I'm getting the bowl out, and 'es sayin, "I'll do it, I'll do it". And he's like this the flour (demonstrated sifting flour and rubbing fat in)

But then as he's kneading it, he says, "Well you 'ave a go now mum". Ye know cos he's gettin' tired.

"Right love" (voice showing she was glad to take part in doing it)

So it's a bit of a competition between us fer to get there and to do it. And I'm pleased, but it's a bit funny as well, 'cos now he can do it his self". But then, he asked me to help, and that s nice as well....³¹

CK I can understand what you mean. 'Cos he can do it and starts it himself, then asks you to help him – it's a bit like role reversal, because usually children help their mum. It just goes to show how well you've taught him.

KB There's not many boys like who would appreciate their mum makin' bread

ME 'E loves owt like that'

KB Yeh but ye know like wi a lad

CK speaks to KB and refers to KB's daughter: L enjoyed it though didn't she?

(JB had invited CK to her house to make bread with her and the family. The two boys had gone out, but L. the daughter had stayed in and taken part in the bread making).

KB Yeh. But she's a girl. Girls always appreciate I think³².

(J continues reading from the written notes she had kept of her bread making experience):

KC (son) just ate it and said it was nice. D (son) ate it but he didn't like the brown, But L. ...I enjoyed that time with her...like K. had gone round to the neighbours and that. And D. was out --- but I think if they'd all been in the kitchen, I think I would have been stressed. They'd' have been arguing and they'd 'ave bin thumpin'. They'd a bin ff'in and blindin. No matter even if I'd stayed dead calm, ye know, the competition side between them would have come out. 'Cos my kids are very, very

³⁰ Being sole possessor of skill was important but this was taken from her when son learned how to do it.

³¹ Enjoyed being asked to take part although son was doing it himself

³² Generalising from own experience

competitive. They even argue over who's got the most peas on their plate. Ye know daft stuff like that...?. I don't know that time with L. I enjoyed that Ye know it's not very often that me and L. do things together³³.

CK Well it was lovely for me too actually.. 'Cos K. said to me that she was going to do the bread making, and would I come with the camera to get some pictures of her and the family. So I went round to her house, and I'd had a meeting with someone before hand – to be truthful, it was quite stressful and it gave me a bit of a headache. So I thought as I was going to her house, well forget about the meeting now, I'm here now. But right from the word go, it was lovely

KB I was shocked at how calm³⁴ I was as well. 'Cos normally like, on a Friday night, I'm just stressed. I just can't wait to just shuffle them all off to bed

ME Can I just ask why you put salt in the bread?³⁵ Is it to do something? P. asked me 'why do you put salt in?', I said 'I don't know I'll ask'

KB I think it's like for the tastes isn't it?

ME Becos he (P) thought it was a lot of salt

CK Well maybe you don't need to put that much salt in?

ME It's in the recipe

CK Ye know what? K (who works in the kitchen) , she was interested after seeing all of you make the bread. And CN (Wednesday group) went home and did it with her children, so that quite a nice outcome to the bread making story³⁶.

LN to CK: Ye've started something now avent ye?...the generation of bread makin'. It'll go on now. Wi'kids into future as well.

CK You know that I have think you have struck upon something important there L. It's not just us that's learned a new skill, the children have learned it and become interested in it.

ME Yeh. L. certainly will

ME Yeh P, he'll do it

7. Experiential Learning

³³ Recognised and valued that they had spent time together

³⁴ Feeling during bread making: calm

³⁵ Learning the technical skill

³⁶ CK telling mothers about the influence they had had on other mothers who watched their bread making in the centre

8.

- **With children: Confidence as a mother**

KB : Bread making, ye might say it's not much, but its like them skills got lost. It got lost with all the supermarkets and shops. Everyone buyin' it. Them old folk, their mothers made it. But we didn't learn, we weren't shown how to do it³⁷, we've had to learn ourselves. Its bringin' them skills back into the community. And another thing, making the bread with L. and the boys ... its given me confidence in meself, as a mother³⁸.

KC. I haven't made my bread yet with the children, but if ye think, Well, we're like doing what they did in the past now. We started with the research just talking, telling stories, then like KD told us about making bread. Then we actually did make the bread, and we're doin' it outside the research now. (We are) Passin' it on t' the children, and I know L you passed it on t' ye neighbours how to make bread. And some of us , pass on tips and recipes to each other as well. So I think that we are doing it.

- **With School: valuing own knowledge and skills**

ME It's changed how P looks at me³⁹. Yeh he's even said that it would be good to do in his cookery lesson at school and he's gonna ask his teacher does she want the recipe⁴⁰

KB That's a good idea that

ME Do it at school

KB Yeh. Cos that's something they're not taught. They're taught how to make a bloody fruit salad and simple things like that , but nothing that's gonna benefit them really if you think about it⁴¹. Cos another big way it changes the future is that you can save money by makin' as many loaves as you want dead cheap. And thinking, there are no chemicals in that. That's two things⁴².

³⁷ J sees skill succession in family and community was interrupted but it has stated again.

³⁸ Engaging in breadmaking in family has given her more confidence as a mother

³⁹ Changed social identity

⁴⁰ Extending the mothers sphere of influence into school

⁴¹ J thinks knowing how to make bread is of more importance than fruit salad. She does not see the relevance of learning how to make fruit salad

⁴² Bread making is important for financial and health – no chemicals in what you make.

KB. Do you want me to write anything more on the flip chart.

- **Involvement and Bonding with Children**

CK Lets go back to the question about what we thought might be an outcome of bread making?

KB We wanted to involve the children and do something as a family and look at the bonding.

CK That has been partly answered in the group, but I don't think it was the same for everyone?

KB Yeh with L. Yeh .

CK to ME – you were not sure M?

EP Well C. was watchin telly. R. was on a chair- she loved it her, playing with the dough. C. was in and out. She wasn't interested, probably because she was watchin' telly. Obviously we started while she was half way through watchin' something. And also cos he (EP's Partner) was 'ome saying, "'I'm not eatin it"

C. she did, she played with it. We wrote bread into the flour and stuff. That's learnin' yer letters as well isn't it?

KB Shall I put that when we did it one to one, it was good for relationships?

KC Yeh. And that s weird, 'cos I didn't set out to do one to one with L. did I? I thought it was gonna be like a family thing but the lads just wasn't interested. 'Cos they wanted to go out. But it was really god one to one⁴³.

EP Have you got a big kitchen though? If they did all join in?

KB No, God, it's a tiny kitchen

LN Can't swing a cat in it can ye?

KB No, ye can't move

EP Did they all join in?

KB No K ended up at a neighbours cos he just wasn't interested. And D. went out playing. He'd rather be a street kid! But wi ' L. I did get one to one in the end with her. That was good that.

CK So maybe there is something in that one to one relationship rather than thnkin' that it has to be a big family undertaking⁴⁴ ...perhaps ...

⁴³ Bonding in bread making between children and mothers is good when done one to one.

⁴⁴ Propositional knowledge derived from participants experience

KC When I do it, mine will be. I don't think that any one (of her four children) will sit down. They will all want to do it.

LN I think that's why I didn't do it as well. I don't think mine would be interested. They'd just get bored and just wander off⁴⁵. Mine just play and sit and wait for their tea or their dinner or breakfast anyway, ye know.

ME I think they're a bit young yet

CK Do you think there is an age thing here?

LN: Probably M. would 'cos she's nearly seven, but B. and L. they're still babies. She's only three in the term so ---

CK So age is obviously an important factor. Can we write that on the flip chart?

- **Identity as a Mother**

CK What was the best thing about it for you L, what made you want to carry on doing the bread making with P?

ME Mainly cos we were doin it together⁴⁶. 'Cos he was sayin', "I don't believe you can make this Mum" (ME using her voice to express son's admiration). So he put me on a pedestal, so I thought, "Yeh. I'm gonna do it again". He thinks I'm cool.

EP Laughing with ME, "He thinks I'm cool!"

CK So I suppose what you're saying is that it changed your image of yourself?

ME No - His image of me!⁴⁷

CK You felt that by making the bread with him – his image of you was..?

ME That I was this great mum!

CK How would you want to put that in a few word?

ME 'I'm so great!' (laughing to show she was joking).

KB I think it is that ye kids are proud of ye⁴⁸ (suggesting that this is a reason for making bread)

CK Yeh – the children are proud of their mum

⁴⁵ Opinion theoretical not based upon experience

Valuing the mutual engagement and change of attributed identity

⁴⁷ Not aware that her feelings of being esteemed relate to her experience of social identity

⁴⁸ Also for J, changed attributed identity as mother

There was not a consensus on this, so CK continued, "For some that was the case, but maybe not for all, some of you did not feel that the children were proud of what you were doing?"

EP C. wasn't proud of me! (laughing). maybe next time, maybe next time...let her do one. Make white bread and let her do what she wants rather than the wholemeal. .

CK How would you describe the negatives (of the experience?)

EP The mess⁴⁹! Aah The mess (sighing)it was on me handles, on me drawers – so it was a full kitchen clean (up to now D has had a very tired voce – but as she began to describe the cleaning –real energy came into her voice). Me microwave, me toaster – that probably 'cos I've only got a little kitchen as well. 'Cos if ye had loads of workspace we could have ... every where! Everywhere!

LN So ye' had to do a full clean kitchen

EP And it was on the floor so –she had her socks on --- well that was then traipsed onto the settee. So there was little paws on the settee and on the floor... (everyone was laughing)

CK Was that because of her age, that the flour got everywhere?

EP Yeh, 'cos I said, we've got to put a bit of flour on to knead it. And all her bread was all in bits and shapes and stuff. As I was turning away, cleaning bowls out, her hands were in the flour, getting more!

CK So obviously the age of the child is important as to what you experience as a mother when making bread with them. But you've got a little one haven't you (comment addressed to KD, the bread maker story teller). How do you do it?

KD Yeh. He (child age 2 years) just helps me do it. He doesn't put it in, he sits at the side of me.

CK: Is there something here about giving the appropriate bit of the job to the appropriate aged child - What tips would you pas on? ?

KD (laughing) Keep the flour bowl away from him (everyone laughing)

EP Well I can learn!⁵⁰

C: So less difficult maybe if you give the right bit of the job for the age of the child

ME Shall write on the chart - 'give each child the right job'

⁴⁹ The work involved a lot of mess in the kitchen which is unsettling and negative for some mothers .

⁵⁰ Willing to learn from her own and others experiences

CK – Yeh. Lets recap, the positives:

ME and others – ‘Eatin it!’

CK: Good taste

KB: No chemicals in it

KB The cost?

CK Anything else that was encouraging?

KB The kneading, getting your anger out

EP: Pretending its ‘is head!

ME Good I felt really good

- **Learning about children**

CK So then let s move on - Have we learned anything about ourselves or others that we didn’t expect?

ME I can now make bread (laughing but she was serious)

- **Children’s talents**

KB that L. is quite talented in doing it. Cos she did all the plait and she wants to make a big one for the mum, and then three little ones – ye know like ginger bread men shapes for the three kids: Her, D., and K. And for it to go in a plait.

EP She could do a salt dough one and then paint it

KB No! It has to be bread⁵¹. Everything has to be bread now! Because bread is natural like. She is gonna do it and put an artist's glaze on it. And it stops it goin mouldy and it goes rock solid. Then its goin’ to go on the tree for Christmas.

CK: It sounds wonderful. So are you saying that an outcome from the bread making, is that L. is motivated to do art?

KB Yeh. that is what we are going to do for the tree. L. is really into it now. It’s every night, “Can we make bread”. But I have to say no, cos like you say, it’s the mess and the tidying. And the’ don’t help with that bit do they?

EP No

KB (laughing). They do everything else, but they don’t wanna help tidy up, do they?

⁵¹ Child’s creative expression of her family in a material (bread) that has intrinsic value to her mother and herself.

- **What children value**

CK Erm, I'm just thinking if there is something as well – I was just wondering. Have we learned, I know its not the case for everybody - but have we perhaps got some insight into what children value. I'm thinking of your experience L. What was P. valuing when you said he put you on a pedestal.

KB They value the time spent with ye, don't they?⁵²

ME He valued learning something new

CK He valued you passing a skill on to him?

ME Yeh. 'Cos he said, "Where did you get the recipe from?". And I said KD had brought it in and ye can buy the yeast and the recipe is on the back. And he went, "Wow". As though to say, "I didn't know that". Well I didn't know it meself till then.

9. Community

- **Feeling better about self because of the positive influence she has had on the lives of others**

CK TO KD, 'You started it all. Do you want to round the session off with your thoughts'

KD. It's made me feel better about myself, especially now, everybody's had a go, havin' fun wi kids. I know its only bread making, but when kids grow up they've learnt how to feed their selves when they're older. And if they go to Uni., and they have no money in Uni., Do they? And so they'll be able to feed themselves ... it's cheaper for them to make it their selves⁵³/

- **The inquiry process as a means of reviving the communication of skills in community**

KB Yeh cos I mean, years ago they would have done it, passed it through every generation would'nt they. But like nowadays, ye don't see many people makin' bread. So in us, it's like revived it in a way. Ye know what I mean?.

⁵² What children value from the experience: time with mothers, learning new skill

⁵³ JC has a new perspective on what her involvement in the inquiry process means. Seeing what it has achieved makes her feel better about herself and she is able to articulate her own motives more clearly – passing on skills and knowledge of worth.

CK: I think I know what your saying. Like, the knowledge that would have been passed on in families in the old days, from mothers to children hasn't happened and now it can't happen because the skills have been lost. But in this group, because one person had the knowledge and we have learned it, the old way of mothers passing it on to children has started again.

KB: Yeh, and back into the community. Cos other people are interested and doin it too, like Karen, and I've agreed to show the X and X (who are volunteers in the centre) and they can start to do it with their kids now.

EP But I don't think many people will want to make it. Well ye know, when you get the smart value bread though, its only 40p from Asda. I don't think people are gonna want to make bread instead of buying it.

ME Well my attitude to that is then – don't knock it till you've tried it.⁵⁴ Becos when KD said that she had made bread, I thought 'fff' (blowing air out to show she was not interested). To be honest I thought "Sod that! Too much arsin about". That's what I honestly thought. But once I'd made it! Because I didn't know.. where do I get the flour from? Where do I get...this from where do I get that...(ME is explaining that because we had provided the ingredients she had made it and tried it - but she would not have known where to start if she was doing it alone)

EP: And did you both eat the full loaf?

ME: Yeh

EP: How long did it last?

ME: Well that one I took home from here – we ate, we sliced it and ate it. Honest to God, I really thought it was a waste of time until I made it. So the moral is ..don't knock it till ye've tried it.

10. The real value of bread

CK: Perhaps we should look more closely at this. EP is making a really important point when she said you could go and buy a 40p loaf from the shop – so on the basis just of finance, you might not make bread at home.

- **Investment of self**

But I remember you (to KD) saying that even though you had a bread maker, you sometimes make it by hand, you said that making it by hand, getting the kids round,

⁵⁴ Confident to speak on the basis of her own leaning from experience

and putting something of yourself into it, made it in someway better than the one you do in the machine, what is it about doing it yourself .

- **A sense of achievement**

KD It's a greater sense of achievement, specially when you see kids enjoyin' themselves. They're not arguing, they're not fightin': they're just enjoying doing something⁵⁵

C K So the bread has actually become more than just a loaf of bread. What **you** have put into it, over and above the flour and the rest of the ingredients, that's what's worth more than 50p.

- **Knowing it is chemical free**

KB I think if people knew as well what went into like yer cheap basic value range of loaves, they have things like ascorbic acid in them an stuff like that: hydrogenated fat that can actually cause cancer, erm I think. I' m more aware now, what goes into cheap foods⁵⁶.

EP So are you making bread every day now?

KB Yeh- or I'll make two loaves and then freeze one and stuff like that but its only because I'm more aware of what the chemicals in the bread and in other foods do to your body. 'Cos they ravage yer body⁵⁷. They really do. They make ye old before yer time as well.

CK I know you've been on line looking at all that stuff, about what is in bread, and I think that is a really good point. I think you are absolutely right about the chemicals. It is a bit worrying sometimes to think about it. But just coming back to EP, I don't think you should worry too much about the bread making. It is just bread making and for the age of your children, it wasn't right for you. Don't worry about it.

EP: I don't think we eat that much bread anyway..

KB: Whereas ye see we do

EP I only buy one loaf a week

⁵⁵ The value of making bread is not located only in its financial cost or physical properties only but in the experience it engenders.

⁵⁶ The value of making bread is also located in the protection of children from chemicals

⁵⁷ Risk of chemicals

Others say incredulously' A week!?

CK So it's not going to be the thing for your family...if you don't eat it. What would your family like? Do you like pasta – you can make your own pasta ye know?

ME You have to have a machine for that

EP No – I have seen it on TV – these Italian women were going at it.

KD I have got a pasta machine at home. My husband keeps asking for these things and he never uses them. I don't like pasta so I've never made it. I 'v never even took it out of the box.

ME Well, in that case what is in pasta? I only know pasta that ye've bought. I wouldn't know what was in it.(talk about pasta)

CK, It's been really interesting this morning – but thinking of the many things we've said, including getting children involved brought beneficial outcomes although I know we had some reservations and not all children wanted to get involved. But for those that did, are you agreeing it was good?

General agreement of others that there had been positive outcomes from getting children involved

KB - I do personally –

CK Why?

Summary by KB

Well if you are cookin' from scratch there are different educational benefits⁵⁸. Cos there's the weighin' and measuring, ye know what I mean? Where your maths comes in. Yer science comes in because the yeast helps the bread to rise and it reacts with water. Erm, spending time together; and I think they do eat it – even if it looks a messy (when they been involved in the cooking). But it is like passing on skills, like I said before. At one time it was common to home bake and cook, or go out and kill a rabbit and bring it home and stew it, and stuff like that. Whereas I think that some of those skill shave been lost, and lost through convenience foods and that. So it' s about passing on skills in the family and community.

⁵⁸ The value on bread making is the educational benefits

CK. How do you feel about that (speaking to DY) - because at breakfast time, you said that a lot of your food preparation, you like to do it in the morning and put it in the slow cooker? Would it be harder for you?

DY Well. it just depends what day it is. Like today I haven't got anything in (the slow cooker). Cos I know I'm going home after 'ere, so it doesn't matter. But I've made a jelly 'cos like it's quick. Ye know what I mean?

CK How did you make the jelly?

DY Well I made it in the microwave this time, which I've never done before

KC Yeh its quicker isn't it

DY I was gobsmacked. I just read the back of the pack. I didn't know you could make it, you just put your chunks in the jug. Put cold water in and put it in the microwave for a minute. Get it out, stir it, put cold water in and put it in the fridge.

KC That's it. t

DY D (young son age 2) and A. (son age 10) are like, "Let me stir it". And I'm like, "It's done". Cos like when ye do it wi' kettle, ye're stirring it. There is none of that. But I will have a go the same (bread making). But like when its school holidays G. (her Partner) is off, and we're not in doin, we're out..and like we've been decorating and stuff...

11.Challenge of safety in the Kitchen

CK What are some of the challenges to getting children involved or letting them come int the kitchen. How do you manage that? Do you mind if we explore that side of it a little bit more

- **Overprotective**

ME I do think we have got too overprotective too, ' ye can't ' have that! Yer not using a knife!, Yer not doin that'.

KB I say, "yer not lickin the spoon cos there is raw egg in it..."

ME I don't know what I was watching cos I was watching something. And there was a woman on there and she had two little children and both of then were using a knife. Now from P. from being little I never give him a knife

LN No nor would I, cos he would just go like that (waving knife in the air)

K I don't trust our M. (age 6 years) with a knife neither

ME (looking back on her own experience) But it wasn't a sharp knife, it was a children's knife but he still went like that (demonstrating) and I was shouting, "don't do that" and yet I am thinking, "Well its not even sharp and it won't even cut butter". So I think we have got over protective⁵⁹

DY Do you think being over-protective stops us letting them in the kitchen then – letting them get involved in the kitchen?

ME Well definitely, yeh with me, I don't like him cooking'. 'Ye know cut the onion or go near the stove

- **Children need to learn how to manage risk**

KD Well me oldest lad, he spent a lot of time with is nanny (Granny) anyway and she was very overprotective, she wouldn't let him so much. I let him 'ave a go. I mean I've got a lot of sharp knives, so I do make sure that they're safe, but they've got to learn fer to do things fer themselves, or they're never gonna do it. I mean we didn't get taught much cooking off me mum especially after me nanny died, she just wouldn't. But erm, we didn't learn, especially in school we didn't learn much there neither cookin wise, life skills, ye didn't learn anything. So I think if I can teach 'em they won't have that t' do. Becos they'll be confident. I think the more they are unconfident with doin' things, that's when the accidents happen⁶⁰.

- **Acting on own knowledge of child (sometimes against professional advice)**

KB : Well, when mine were all younger, there is three years between D.and L. and then two between K and D. And when they was all little I used to get criticised a lot becos I couldn't leave them unattended in the living room. So when I was cookin' they was always in kitchen, and people like health visitors and social workers used to say, ye know, "well what if you slip with a pan and stuff like that. But ye've got to just make do haven't ye? To suit yer situation⁶¹. Mine have always had knives and that (to eat with). Well if an accident happens, well you learn from it. Erm some

⁵⁹ Generalisation

⁶⁰ Mothers can give children opportunities to grown confident recognising and managing risk

⁶¹ Mother feels she has to make do to suit her situation. As a lone parent, id she wants to cook, she brings children into the kitchen against the advice of health and social care professionals.

people say I was lackadaisical in a way, ye know. I didn't like shelter then enough but that's made the kids more independent now. I mean even K. at six, he can just go up and run his own bath and that. He knows how to test it, ye know things like that. Yeh, I've still worried about accidents and that' but they're better learning, cos if you don't learn ...

CK Are we saying that the kitchen could be a place where children learn how to manage risk?

KB Yeh. Yeh

What shall I write on the flip chart?

KB Children learn to manage risk in the kitchen⁶².

ME I have done it myself then – like heating milk to put on porridge and he'll say, "can I do it myself?" Then I'll say, "na", I'll say, "'Oh just go away, I'll do it myself cos it's quicker". But ye should let them do some things.

CK to LN What do you feel about that statement?

LN B. has just started being really fussy this last week, and when she's seen me washing dishes in the sink, she wants to do it, so I've started filling the sink with hot water and fairy and putting a few little plastic dishes in. I won't put any sharp knives in, I just let her wash the dishes herself and it keeps her from under my feet⁶³

KB Cos I think as a parent you can't do right fer doin' wrong really can ye? Cos its like, you either protect then too much or not enough. There is always gonna be someone who criticises like. ⁶⁴ But as I say, mine have always used knives, ye know, done cooking and that, cos I've 'ad to ...Cos I've had to have 'em round me feet in kitchen.

LN I think it is history repeatin' itself though. Some people, cos like my mum was like that wi' me when I was little. I mean she was really over protective. I had to be there at a certain time at such an age etc. And I think cos my mother was that way wi' me I think I'm doing it wi' mine as well/⁶⁵

ME I need to sit back a bit cos I know I am doin' it. Like when 'e was showing me how to make that soup (what her son had learned at school). Well I tend to take over. Once he's cut the onion, I was picking it up and doing this and he turned round

⁶² The kitchen can be a place where children learn to manage risk

⁶³ K allows B to play in the kitchen but she is managing some of the safety aspects of it.

⁶⁴ Living in a critical world

⁶⁵ Learned parenting styles

and said, "Well I was just gonna do that". And I was (saying) 'sorry I'm there again'. Do you know what I mean? He wanted to show me how he can make the soup, but I was just like that.

CK So you jumped in too soon

ME Yeh I need to take a step back⁶⁶.

KB I am more over protective of K., ye know. I wouldn't let him make cakes on his own, sort of thing, cos hes my baby and I don't want him to grow up. But the other two, they can go in and do a Sunday roast cos they're capable

CK Maybe we should look at the whole issue of children in the kitchen, think about it during the week and we can come back with our real feelings about it. There is no right or wrong but you are the mother and you know your own kitchen and your children, and you are the one responsible. So for some children maybe it's right to let them in the kitchen and for others it won't be.

ME It's teachin them common sense, to watch the handles and put them out the way

KB And ye get health visitors sayin, "don't let yer children in the kitchen, put a safety gate up".

EP Isn't that just when they're babies or toddlers?

JB Yeh well I used to have, ye know I used to have them on me kitchen table. I used to have K., perched in his bouncy chair on me table, and right, D. on me hip while I'm cooking one handed. And L. getting plates and spoons out and that. And it's like, Yeh accidents could happen, but so could (unintelligible word). Ye could end up with these like namby pamby kids like, I think, if ye didn't let them have a go ... and they'd be still under your feet at thirty odd.⁶⁷ Oh no! Get 'em out there and let 'em live a little. There are things that I won't let them do.⁶⁸ I won't let them bring their toys in there and that. I don't want them wrapped up in cotton wool and still at home at thirty odd.

LM I think it is quite dangerous⁶⁹ cos the other day ... I've got to make sure now that my microwave is switched off ... cos the other day I was in the livin room and I smelt a funny smell. But L. had been into the kitchen, cos my cookers leccie, he had turned al the knobs on, me oven was burning. Me grill was burning. The top of it... the top

⁶⁶ Teaching skills

⁶⁷ The dangers of not allowing children learn how to do things in the kitchen

⁶⁸ Able to identify risk and manage it

⁶⁹ Very real dangers present for some children when allowed in the kitchen

was smoking! So now I've got to make sure that it's constantly turned off at the wall. So it can be dangerous, cos he can just reach the knobs now and turn them on KC L. (child) can reach then too. She can reach the knobs and turn the knobs of the gas you've got to be careful.

CK You can get those with a lid that when its down you can't get the gas through.

KC it's too late now becos its only just gone in (a new cooker). But she was doing it last night, turning the knobs – so I don't know how I'm going to deal with that.

CK I used to have that with M. (my son). He used to love going in to the kitchen and go through the motions, as though he was cooking the meal. Bang al the pans abut and then he would turn all the knobs on... (Discussion about kids playing with the knobs of the washing machine)

CK Let's look at what's on the flip chart and see if we want to add any others-

Flip Chart summary: Bread making in the family

1. To involve the children in making bread can be bonding and give a mother confidence
2. One to one is good
3. Age of the child is important – need the right job for their age and capacity.
4. Children are proud of mothers and make mothers feel, "I'm great!" Bread making creates a mess – but it is 'messy play' which is good for some children.
5. Good taste encourages children to eat whole meal
6. Homemade is chemical free and better
7. Buying the ingredients was scary the first time
8. There are skills in bread making that can be learned and passed on
9. Life skills can be passed to children in bread making: save money, learn about kitchen safety, educational aspects etc
10. It can bring back old fashioned skills and values in community: communication; passing on good food and skills to family and neighbours
11. It can be fun, learning can be fun and can develop children's talents
12. Children's safety in the kitchen when cooking is a real issue but some mothers feel more confident about making kitchen a place where children learn to see and manage risk

APPENDIX 15

An Informative Account of Feeding the Family: Descriptions and Explanations

The Practice of Feeding a Family



The co-operative Inquiry into the everyday practice and experiences of feeding the family was undertaken by a group of researcher-participant mothers who explored it through their own experience. It involved collecting relevant data and analysing it, and engaging in reflection and dialogue on the meaning of patterns that emerged which showed that participants had recognisably similar experiences. They found that feeding the family involved a routine of many sorts of work including basic care needs such as washing and dressing children, keeping the home in order and children safe from harm and emotional upset and participating as required in school.

The women in this group have explained that all the aspects of work are inter-dependent on each other and the routine makes sense when seen as the whole of what needs to be accomplished in order that the family can be fed. Although much of the work is performed in the house, their job takes them out of the home into other places such as shops to purchase food, schools, children's centre, etc. where they

meet a range of people in their capacity as mothers. The practice of feeding the family is composite of the routine of work they have described and explained, and also of the relationships with their children and others they encounter when undertaking this work which they feel is their job as a mother; and what sense mothers make of what they do and their thoughts and feelings about what they experience.

As a mother, the job is taken on without need of being asked, and without feeling they were making a choice. They consider however, that the work mothers do, is not understood or valued in a society that wants perfect mothers and children regardless of their individual circumstances and judges those who appear to fall short. But mothers work is important to children as they need it, and it is children that give it value. The affection and happiness of their children is a mother's greatest reward and signs of a job well done.

Feeding the family:

The composite parts of the routine through which mothers achieve the feeding of their families reflect what mothers expect themselves to achieve.

Their explicit intentions of the work in a routine are:

To provide age appropriate care for their children: keep them warm, clean and dry and get them to nursery, school and other places with everything they need

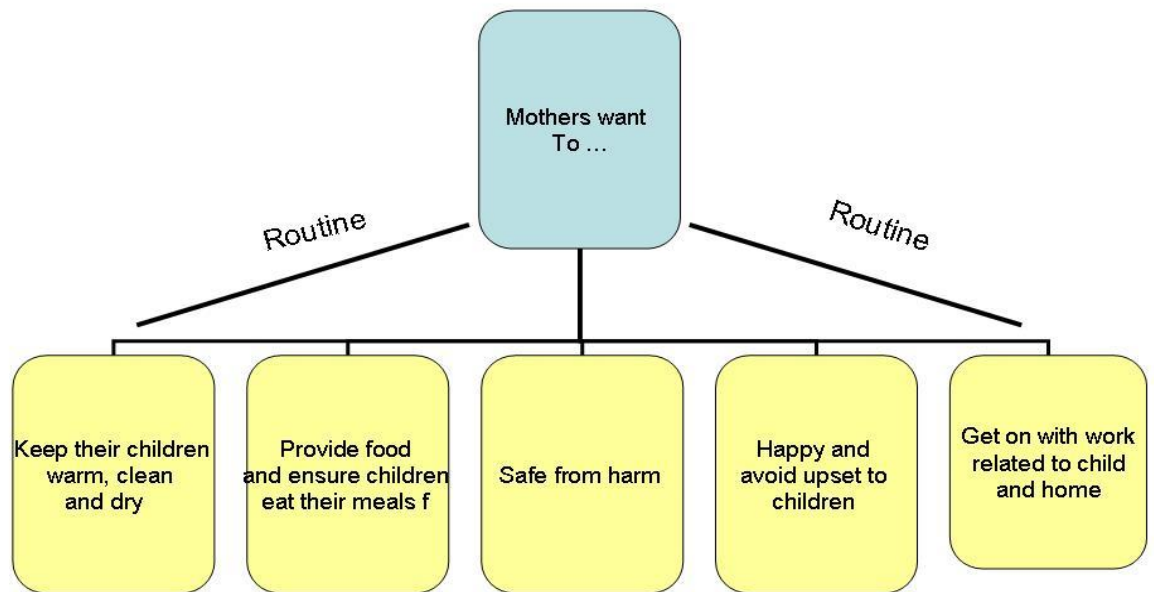
To provide food and ensure their children eat their meals

To keep their children safe from harm

To reduce stress, keep children happy and avoid upset to them

To get on with the work related to the children and home

Model of Mothers Explicit Intentions for Practice



The Experience of Routine is explained as Feeling:

- I. Feeling rushed and stressed as they see the work that needs to be done in a time related manner (school deadlines; recurring time related needs of children).
- II. Feeling the impact of children's moods and behaviours on their capacity to work and their own emotional wellbeing.
- III. Feeling they have No choice and are Unable to stop
- IV. Feeling the work they do is not understood or valued other than by children and that they are judged.

Knowledge and Skills underpinning the routine

Mothers identified the following knowledge and skills as part of the practice of feeding the family

A Mother's knowledge of her children – their individual behaviours, food tastes and preferences

Cooking and other life skills: finance, organisation, moral values; change management – all of which they had learned informally in their own families

and sometimes from others.

Health Information – the importance of a good breakfast and eating at meal times

Shopping Information – what shops sell the foods they want; where to find bargains; and knowledge of what was available in the home: in freezers and cupboards etc. and how to make use of it for a meal.

Memories – more recent and childhood experiences of food and meals

Research Development

The researcher - participants in this inquiry contributed to the development of an Investigative – Reflective Process which can enable a group of people to work together to develop meaningful narratives from simple accounts of practice; and to engage in dialogue and reflection.

This technique has contributed to the uniqueness of the Inquiry as it has allowed the Topic: Feeding the Family, to be explored entirely from the perspective of Mothers who do this work.

Definition of Practice

Feeding the family as it has emerged for these mothers, in this inquiry, encompasses the routine of practical work which mothers have described and explained as being their job. It also includes relationships with their children and others they encounter in their work; and the feelings and emotions engendered and given meaning.