

Consumers' choices of eating or not eating vegetables

An everyday approach investigating what influence vegetable intake



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ABSTRACT

The aim of this thesis is to investigate low-income single mothers and their vegetable intake in order to answer our problem formulation:

How do the everyday practices of shopping, cooking and eating dinner influence the daily vegetable intake of low-income single mothers with young children?

With the pre-understanding that the average Danish consumer is not eating enough vegetables, we have an interest in investigating what is influencing the mothers' vegetable intake. Due to the complexity of studying consumption, we have, instead of relying on individual based approaches, used a practice theoretical approach, in order to get an alternative answer to our problem formulation. Two methods have been used in order to collect our data, these are following: participant observation and interview. By applying such methods, we have been able to grasp the doings and the saying of the mothers, to get deep insight into their everyday practice, how they are carried out and the meaning hereof. Three sub-questions have been raised, two of them in order to gain knowledge about the families, and the last one to evaluate the theoretical framework, these are following: *How are vegetables enacted within the families, what is the mothers' practices of shopping, cooking and eating dinner influenced by and how does the study of vegetable intake or non-vegetable intake, fits into the concept of a practice theoretical approach?*

Four themes have been identified since they are seen to influence the mothers' everyday practices. These are: *Meat, Economy/Sale, Childhood and Children's influence on the mothers*. Each theme has been unfolded and interpreted in order to highlight how they influence the mothers. Discussions have been made ongoing, moreover our discussion towards our findings makes it possible for us to conclude that the four themes are influencing the mothers' vegetables intake. However, not only does the practices of shopping, cooking and eating dinner influence the mothers' vegetable intake, but also other everyday practices are seen to highly influence. It is not our intention to investigate how vegetable consumption is able to be increased, however our study reveals some results which are able to be applied within future studies or interventions.

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1

Introduction

This section serves to introduce you to our thesis, in order to present the aim of the thesis. The section is provided with our problem formulation, our sub-questions and our state-of-the-art. To be familiar with existing literature regarding *vegetable, consumption* and *low-income single mothers*, researching for empirical data has been an ongoing process and an important aspect of the thesis. The section is provided with an introduction to our target of interest. The introduction is setting the stage and is highlighting how we have come to this field of interest.

1. Introduction

The overall aim of this thesis, is to investigate low-income single mothers' food related practices in their everyday life. The thesis is built upon the ontology of constructivist, which believe there exist multiple constructed realities rather than a single true reality (Ponterotto 2005). According to the constructivist position the reality is subjective and influenced by the social environment and the individual's experience and perception. We do not attempt to uncover one single truth, however we seek to identify multiple meanings and interpretations of a phenomena in order to comprehend the multiple reality. Due to our constructivist approach, we investigate consumers' choices of eating vegetables or not eating vegetables with a practice theoretical approach, in order to understand the multiple factors which are able to influence. The three food related practices which are chosen as focus are; the practice of shopping, the practice of cooking and the practice of eating dinner in the household. With the pre-understanding that the average Danish consumer is not eating enough vegetables, this thesis is built upon the problem formulation:

How do the everyday practices of shopping, cooking and eating dinner influence the daily vegetable intake of low-income single mothers with young children?

We have included three sub-questions which we find beneficial to investigate, in order to find an answer to our problem formulation, these are the following:

- How are vegetables enacted within the families?
- What are the mothers' practices of shopping, cooking and eating dinner influenced by?
- How does the study of vegetable intake or non-vegetable intake, apply into the concept of a practice theoretical approach?

The aim of following sections, is not only to let the empirical data help identify which kind of knowledge exist, but also to put them in relation to each other, to investigate the existing knowledge in the field and the quality of such studies. The following sections, together with our problem formulation and sub-questions, forms the framework of the thesis' research interest, and will be referred to as *state-of-the-art* throughout the thesis. The *state-of-the-art* section serves to cluster

and evaluate upon the importance of doing research regarding vegetable consumption and the main issues at stake. It furthermore serves to pursue these aspects most evident themes in order to integrate the different perspectives of consumption, vegetables, dinner situations and single mothers to our research. Several writings are included in order to visualize, which kind of knowledge this thesis has been provided with and how we have come to a conclusion of how to investigate the problems and challenges connected to consumption and vegetable in relation to our target. However, it is important for highlight that due to the complexity and size of the research field of vegetable consumption, we have chosen literature and studies that could provide us with great analytical insights. It is important for us to highlight, that it is not our intention to investigate how vegetable consumption is able to be increased, however we believe that our study reveals some ideas to how it is possible to work towards a more insufficient intake.

1.1 “Eat more fruit & vegetables”

“Eat more fruit & vegetables” - words you have heard again and again. World Health Organization (WHO), European Commission, Food and Agriculture Organization (FAO), National Organizations and Non-Governmental Organizations - they all want us to eat more vegetables. Many countries have a strong tradition for promoting and advertising health recommendations and related health issues by making use of different information channels. For instance, radio and television advertisements, campaigns, interventions, different programs and educational programs, are all activities, which have been made worldwide in the aim of increasing the consumed amount of vegetables, in combination with fruit. A common known program is the *“6 om dagen”* or *“5 am tag”* or *“5 a day”*, where respectively Denmark, Germany and England (plus many other countries) are making campaigns in form of mass media, literature and local projects, to increase the awareness of how much fruit and vegetables to eat daily (Lock et al. 2005). But, why are they trying to push up the level of consumption all the time? The answer is simple - a sufficient intake of fruit and vegetables has proven to be beneficial in a healthy diet. Due to the high content of dietary fiber, different vitamins and minerals, fruit and vegetables has proven to reduce risk of morbidity and mortality remarkably (Pem, Jeewon 2015). It has been argued by experts of WHO and FAO, that an increased intake of fruit and vegetables can reduce the risk of cardiovascular diseases, diabetes and obesity. Due to little experimental evidence, many observational studies are linking low intake of

fruit and vegetables with higher risk of different forms of cancer (Lock et al. 2005). WHO has suggested that an inadequate intake of fruit and vegetables, causes up to 2,6 million deaths and 31% of cardiovascular disease worldwide (György et al. 2015). Furthermore, the intake of fruit and vegetables has proven to influence the mental health, since a high intake has been associated with a lower odd of depression and of sufferings from distress (McMartin, Jacka & Colman 2013).

The specific recommendations of how much fruit and vegetables to consume, varies from country to country. However, there is an average recommendation around 600 grams of fruit and vegetables per day (György et al. 2015). It can be argued, that there are big differences between fruit and vegetables, both in content, taste, cooking requirements, health benefit and consumption patterns. Fruits are sweeter and are often eaten as dessert or in different context due to their ability to be eaten raw, whereas vegetables are often cooked and consumed with other kinds of food. According to nutritional value, fruits have a higher amount of dietary sugars, which can have a negative impact on the health, whereas, vegetables contain more dietary fiber and proteins (Appleton et al. 2016). Due to the differences in fruit and vegetables, (Appleton et al. 2016) suggest a need for interventions focusing on either fruit or focusing on vegetables. Therefore, it has been decided that this investigation only concerns consumption of vegetables and not fruit. There might be some bias according to the distinguish between fruit and vegetables, since lots of data often combines the two of them - but throughout the thesis and when conducting the data, only vegetables are going to be in focus. A large number of studies have been carried out with the purpose to identify what can make consumers change food habits and how to make people consume more vegetables. The next section serves to go more detail into what is known regarding vegetable consumption and is including two studies concerning vegetable intake or lack of vegetable intake.

1.2 What do we know about vegetables and consumption

To elaborate on what is already done, two studies are included within this section. The first study is conducted by Landbrug & Fødevarer "*U&A om grøntsager*" [Usage & Attitudes towards vegetables] (Landbrug & Fødevarer 2017) and the other one is conducted by Thomson "*Fruit, Vegetables and Behaviour Change*" (Thomson 2011). These are included in order to understand why the average consumer is not eating enough vegetables and to highlight, which kind of studies exist in relation to

vegetable consumption. A large number of the literature concerning consumption and vegetables relies on individual method approaches, where the individual attitudes, behavior and/or choices are taken into considerations (Thomson 2011). One specific example hereof is the study *“U&A om grøntsager”*, this study gives an overall picture of Danish consumers and their individual usage and attitudes towards vegetables within everyday life and touch upon which kinds of challenges consumers faces regarding vegetable intake. The aim of the study is to identify consumers’ needs and desires regarding vegetable purchase and consumption, in order to identify barriers and potentials to increase the sale of vegetables within Danish supermarkets (Landbrug & Fødevarer 2017). The data is collected through online questionnaires in May 2017. In total 1038 Danes, in the age of 18-70, participated, spread out all over the country and with the requirement for participating was, that the participant share the responsibility for the household shopping. The findings reveal, that the Danes in general know a great variation of vegetables and are in average purchasing 25 different types of vegetables in a year. Some vegetables, such as; onion, carrot, broccoli, tomato, and cucumber are amongst the most popular once, since they are frequently purchased, whereas pumpkin, fennel, rhubarb, hokkaido, artichoke and celeriac are rarely purchased and there the non-popular vegetables. The reason for some vegetables to be amongst the popular and some the non-popular, is mainly due to taste, and how well they fit into people's everyday dishes. In this study couples without children purchase a greater variation of vegetables than families with children and likewise Danes from the age of 50-70 purchase a greater variation of vegetables. The families with children describe that vegetables must be included in their everyday recipes, and the vegetables must be accepted by their children, or else they would not purchase the vegetables. Likewise, taste is a challenge as some families avoid to purchase particular vegetables if their children do not like the taste of it (Landbrug & Fødevarer 2017). The most significant challenge mentioned in the study, is the lack of inspiration to utilize and prepare certain vegetables. Both women and men in all segments experience lack of ideas and argue that certain vegetables do not fit into the everyday dishes. The study ends up suggesting need to investigate further, what the Danish people need, in order to purchase and consume more vegetables (Landbrug & Fødevarer 2017).

This is just one great example of how an individual method approach has been taken in an attempt to understand the consumers’ choices towards vegetables. Another example is the systematic

review *“Fruit, Vegetables and Behavior Change”* utilized by Thomson (2011), which aim is to provide a description of different behavior-based interventions on fruit and vegetable consumption, and their results. The study gathers previous interventions, which successfully has been conducted according to increasing vegetable consumption, through behavior-based theories, which is a common applied approach in the field (Thomson 2011). In general, applying behavior-based theories is not new and the systematic review reveals that the most frequently applied behavioral approaches within the field are Stages of Change and Motivational Interviewing (Thomson 2011). Together the two theories involve the individual and is supported by each individual’s self-efficacy, social network and knowledge. Another approach towards change behavior, is the Health Belief Model, which seem to have an influence on increasing vegetable consumption according to (Thomson 2011). In total, 57 studies are included in the review, where several others behavioral theories than the ones mentioned above, have been applied aiming to increase fruit and vegetable intake. This large number of studies will not be elaborated separately within this thesis. The included studies investigate several target groups in relation to their increase of fruit and vegetable, such as; adults, children, minorities, low-income populations and employees in workplaces among others. The systematic review suggests that there is a need to introduce healthy eating habits early in life, such as a regular and varied intake of fruit and vegetables. It has for instance been argued, that establishing high vegetable intake early in childhood will sustain into adulthood. One study is in particular stating how much parenting influence intake of vegetables, for both the children and the parents. Additionally, the systematic review reveals that a focus on a variety in fruit and vegetable consumption can be a useful strategy to increase the intake of fruit and vegetables and the systematic review therefore emphasizes the importance of variation in fruit and vegetable consumption in order to optimize health outcomes (Thomson 2011). The behavioral approaches have a focus on the individual and this appears to have a positive effect on increasing fruit and vegetable consumption to some extent, however the results are insufficient. The overall results from the included studies, reported changes in intake ranging from no improvement at all (equaling 0 g increase per day), in the increase of fruit and vegetable consumption, to a high improvement (equaling 490 g increase per day). The average increase of fruit and vegetable consumption shows to be rather small (equaling 100 g increase per day), which indicates an insufficient increase in order

to obtain and optimize health outcomes and therefore efforts must be improved even more in order to achieve a sufficient increase among the population (Thomson 2011).

The questionnaire conducted by Landbrug & Fødevarer (2017), and the systematic review constructed by Thomson (2011), are great examples on how different methodological approaches have been used in the attempt to understand vegetable intake. Regarding the online questionnaire and other related methodological approaches, questions can be raised according to the founded data. Many of the studies depend on self-reported data, which implicates a risk of inaccurate reporting, which raises questions towards the reliability and validity of the results. Self-reported data only tells a little about the participant's everyday lives and often, the sayings and the doings are not always connected - and people themselves are often not aware of this. The systematic review suggests that there is a need for alternative approaches integrated with behavior change, to increase the vegetable intake in the population as this rarely is tried out. Likewise, it suggests to look at a combination of approaches in order to establish habitual intakes of fruit and vegetables (Thomson 2011). But, what is alternative approaches? The next section serves to unfold the field of investigating consumption in social science and highlights alternative approaches, since it is claimed that consumption is complex and not only concern the individual, but also the social life and everyday practices.

1.3 Investigating consumption in social science

The approach towards studying consumption has been done in many different ways. However, first a definition of what is understood by the term 'consumption'. Consumption, has been, by the Oxford Dictionary defined as *"the action of using up a resource"*. So, within this thesis, it is the action of using up vegetables, and by "using up" we are referring to eat, which has been defined as: *"to take into the body by mouth as food"* (Warde 2005, p. 52) and a *"physical act, brings both food and bodies into view"* (Twine 2015, p. 1272). But, is the action of consuming a vegetable really that simple? Within the world of social science, the approach towards studies of consumption, often represent a more complex situation within everyday life, compared to the *"take into the body by mouth as food"*.

During the industrial revolution (late 1800's, early 1900's) the focus within the field of consumption, is primarily on the market and the production of goods and services (Halkier, Katz-Gerro & Martens 2011, Ritzer, Goodman & Wiedenhof 2001). Even though, it is claimed, that the market and the production are interdependent with consumption and they all create each other, the point of departure is still the market and the production. At this time, the consumer is defined as a slave of commodities, and is addressed by economic, cultural and political agencies, who are said to "speak for" them (Ritzer, Goodman & Wiedenhof 2001, Sassatelli 2008). Within the late 1900's, the question of consumption moves beyond the market and production, and into the interest of the use and enjoyment of the goods and services - meaning, the consumer is in the limelight (Halkier, Katz-Gerro & Martens 2011). Now, consumption is not only about the goods consumed, but also about the performance of using the products in ways that suits the individual consumer, who is claimed to be *"...not just victims of the manipulative efforts of producers and marketers, but are themselves active, manipulating producers"* (Andersen 2011, p. 48). Therefore, it is argued that, the meaning of consumption, has to be understood in the way the goods are handled in the consumer's everyday life (Andersen 2011) - and it is within this standpoint, that our thesis is developed.

When analyzing consumption, it is common, that not only the food item itself is in focus, but also elements as the actors, producers, social institutions, rules and regulation (Warde 2005). It also brings up subjects as; producing, shopping, transport, storage and cooking (Twine 2015) and in the perspective of our education, eating, brings up; history, marketing, acquisition, disposal and politics etc. These interpretations can make the process of eating very complex and hard to investigate. Halkier (2010) is discussing the complexity within the book *"Consumption Challenged"* and is presenting and discussing four different approaches, used throughout time, towards the complex situation of consumption. The first approach, which dominated the field of consumption studies until the 1970s, is *Consumption as a Function of Economy*. In here, the consumers are divided in either being powerful and rational actors, choosing goods and services according to their needs or being powerless actors, who are passive victims of manipulation. In common this approach states that consumers' activities, interpretations and possibilities are depended on their economic rationalities. The second approach, which has influenced the study of consumption since the beginning of 1980s, is *Consumption as a Function of Culture*. In this approach consumption is a part of demarcations of social identities and differences. Here the consumers' habits', choices and

interpretations are believed to be affected by their cultural orders and social hierarchies. The third approach, which have influenced consumption studies since the end of 1980s, is *Consumption as Creativity*, where the consumers are seen as competent, creative and playful individual actors, where pleasurable aspects are chosen over practical aspects. In this approach, consumers are individualized and empowered by their use of goods and services and are therefore believed to influence the society throughout their activities and actions. The last approach, which has been influenced since the end of 1990's, is *Consumption as Everyday Practices*, where consumption is seen as a complex everyday life phenomenon by the uses of goods and services and as a:

“Part of the cultural reproduction of social relations, a rather concrete process carried out through social practices in mundane life. [...] Consumption is an everyday practice in which actual social agents skillfully use cultural resources (language, things, image) to deal with their needs ...”

(Halkier 2010, p. 24)

So, instead of seeing consumption as a result of economic rationalities, cultural orders, or individual choice, consumption is seen in relation to the everyday practices. Within this approach it is believed that the study of consumption, within social science, should not only concern the individual, nor the societal structures, but also the everyday life of the consumer, and the performances connected to the goods - again leading us to the notion that consumption has to be understood in the way goods are handled in everyday life and its related practices (Shove, Pantzar & Watson 2012). When studying consumption from a everyday practice approach, several studies are highlighting how the aspect of consumption concerns the term “food provisioning”. This means that the aspect of consuming is not only within focus, but also practices as shopping and cooking have to be in focus likewise (Andersen 2015). With these considerations in mind, it has been obviously for us to investigate studies in relation to everyday life and related practices. Two studies have been included within the next section since they have provided us with information regarding real case scenarios and everyday practices.

1.4 Practice approach towards consumption studies

Several studies have investigated consumption from a practical oriented approach. As mentioned, we have chosen to include two studies, and as the others studies included within previous section in *state-of-the-art*, we will not explain each study into details, but will briefly introduce their aims and purposes and the theoretical benefits of applying a practice approach towards studying consumption.

The first included, is *"The risk of consumption. Environmental norms and consumer practices"*, carried out by Halkier (2010). The purpose of the study is to investigate how families with children under the age of five, handle environmental related risks in food within their everyday life. Six focus group were held with in total 31 participants, all within each other social network. Discussions in between the parents are made, about which kind of food is seen as a risk, and about everyday life concern according to food, are made. Furthermore, discussions are made on what is understood by risky and safe food, whether and how issues of risky and safe food are related to environmental problems and how they, each family, handled such problems. Different food items are presented and environmental related discussions are made (Halkier 2001, Halkier 2010, p. 80). By introducing and discussing family's everyday life and related consumption patterns and thoughts, Halkier has been able to identify different food related practices, for instance food as pleasure, food as necessity and food as skill (etc.). Further, three different types of consumers are identified, each indicating which kind of consumers the parents are. Some parents belong to one of the consumer types, some fit into all three of them or jump from one to another according to the given situation. The consumer types are *"the worried risk-handling"*, *"the irritated risk-handling"* and *"the pragmatic risk-handling"* (Halkier 2001, p. 810). For instance, a parent expressed following: *"I think about such thing as fruit and the like, you can't assess when they say that it's not sprayed, but I don't believe very much in that, you know. I think it's sprayed in some degree all of it, you know. But really, you can't do anything else than, then you have to buy it and wash it and... eat it."* (Halkier 2001, p. 809). He or she, is then categorized in the pragmatic type of risk-handling, consumer type. This is a great example of how a study regarding consumption is able to grasp the complexity of everyday life, by identifying, talking and discussing everyday practices and combine it with related thoughts from the parents.

The second study included does not focus on consumption, but instead on smoking as an everyday practice. The interesting perspective within this study, and the reason for including it, is the focus on behavior change and how a practice-oriented approach is able to give alternative answers on how to change behaviors. The study is called *"Theories of practice and public health: understanding (un)healthy practices"* and is carried out by Blue et al (2016). The aim of the study is to introduce and discuss smoking with a practical theoretical approach. The public health issues of smoking is a subject well discussed and many individualized approaches has been used in the aim of changing behaviors regarding smoking. Blue et al. (2016) claims that it is not especially effective to take an individualistic approach, when wanting to enhance development of the practice of smoking. Instead it will be more efficient to understand the emergence, persistence and disappearance of the practice of smoking and how it is bundled in other everyday practices - for instance, the practice of drinking alcohol, the practice of socializing and the practice of having a break etc. By taking a practical theoretical approach, the researchers are able to view smoking as an everyday practice, which is influenced by other everyday practices. Furthermore, they claim that practice of theory *"takes us beyond the distinctions between the automatic and the rational, the conscious and the unconscious, and beyond interpretations of social action that are, at heart, centered on the individual and his/her state of mind"* (Blue et al. 2016, p. 40). They focus on smoking as a practice which consist of materials (tobacco, lighter, economy) competence (to know how to smoke, where to smoke and when to smoke) and meanings (smoking as a normal and socially acceptable thing to do and further thoughts about why to smoke). Three elements which practices are claimed to always consist of. So, instead of aiming towards more legislations regarding smoking or aiming to understand how to motivate or change individuals' behavior, the practice theoretical approach has the ability to focus on other socially practices which are believed to influence the practice of smoking (Blue et al. 2016).

In relations to our field of interest, we find the two included studies interesting due to their theoretical approaches, which are seen to be able to investigate families and likewise able to understand how it is possible to change behaviors. Within the next couple of sections, focus will be on the target group within this thesis, which is defined to be low-income single mothers, with young

children. A more specific definition of the target group, and why this specific group is interesting will be highlighted underneath.

1.5 Target group

This section serves as a framework of the target group of our thesis. The objective of the section is to cluster what has led us to the target group and what identifies the segment. So far, we have been informed, that families often are challenged in the variation and inspiration regarding vegetable consumption (Landbrug & Fødevarer 2017). But, what characterizes a family? First of all, it is important for us, to highlight our definition of the term “family”, since it can be rather complicated to describe and understand exactly what a family is today and how a family is constituted. Furthermore, we will elaborate more on the segment of single mothers, and the reason for focusing on low-income single mothers.

1.5.1 Families & Single Mothers

Today families are constituted in many different ways and therefore makes the task of making a clear definition more complicated. However, a family can shortly be described as a group of people consisting of two generations living together in a household (Sociologisk 2018). Therefore, our interpretation when referring to families, is that a family consist of two generations no matter the number of people.

After identifying families, it is necessary to define our target group further. Knowing that today’s families are constituted in many different ways and that the nuclear family is challenged by divorces and separations, we have identified a need to get a closer look into the segment of single parenthood, more specifically single mothers. Today, single parenthood is a more accepted segment than previously and it is even more modern than before to be a single parent. The reason for focusing on mothers and not fathers is since several studies has argued, that women mostly have the responsibility for the household’s food and shopping (Bugge, Almås 2006, p. 204, Dibsall et al. 2003). When being heads of the household, the attitudes, nutrition knowledge, upbringing and cooking skills directly influence the rest of the family’s dietary intakes and meal patterns (Wiig Dammann, Smith 2009). Especially, the children’s food preferences and intake patterns are influenced through the foods beings available and accessible to the child and through the parents

eating behavior (Vereecken, Keukelier & Maes 2004). Mothers are a primary influence on their children's diet and health and likewise, they influence their children's diet by providing certain foods in the home, and through feeding practices (Johnson et al. 2011). Since year 2000 the number of single mothers has increased with 25 %. Today, there are 151.208 single mothers in Denmark and every year there is an increase in the number, which makes the segment relevant to target (Holm 2013). Therefore, targeting and encouraging mothers to develop and maintain a healthy lifestyle may be a way to improve food and eating habits in families (Johnson et al. 2011). This is the reason why we find an interest to investigate the segment of single mothers, as it is a segment in growth and a segment, which appears to have a poor state of health compared to coupled parents (Scharte, Bolte 2013). Moreover, it has been tested that, single people tend to perceive that they have less choice regarding vegetable purchase, and they seem less likely to enjoy eating vegetables (Dibsdall et al. 2003). By targeting single mothers with young children, we see a secondary opportunity, since it will hopefully influence their children as well. Vereecken (2004) claims that it is important to teach parents strategies to become better role models, both for their own and their children's benefit. Targeting two-five years old children may have immediate nutritional benefit and a healthy diet behavior and eating patterns, initiated early in life, are often seen to be carried into adulthood (Vereecken, Keukelier & Maes 2004).

During the process of getting a pre-understanding of both families and more specifically our target group single mothers, we have been inspired by especially two articles; *"Domestic Dinner"* & *"Mad, Mennesker og Måltider"* [Food, people and meals]. *"Domestic Dinner"* written by (Bugge, Almås 2006) has been a great inspiration, since it introduces the aspect of a family dinner meal and gives a closer look upon practices of the domestic dinner in the context of households. Holm & Kristensen (2014) book *"Mad, Mennesker og Måltider"* has been used within this context, due to its simple and understandable explanation of the complexity between food, consumers and meals.

In our investigation, single mothers living with young children is therefore defined as a family. A similar target group can be found in the article *"Domestic Dinner"*, where 25 sub-urb mothers of young children and their everyday dinner practices are investigated. In this text, we found a lot of inspiration and gained knowledge of how social and cultural processes are involved in everyday cooking and that structural changes in life reveals to influence on our food practices. The study presents great information about how families think and acts in their everyday dinner practices. It

reveals that women in many ways mirror their mother's dinner practices, as this practice contribute to their own identity. The practice of the family meal is still seen as a tradition and families today still eat together at dinner time (Holm, Kristensen 2014). Since the family meals has been argued to be an "hotspot" of the day, the dinner meal is often preferred to be a hot and "proper" meal, but what a proper meal consist of today is rather complex to define. What we people describe as real food is determined by cultural aspects and norms (Holm, Kristensen 2014). However, the definition of a proper meal has during the years been in transition from being meat and two vegetables, to meat, potato and vegetables, and today studies show a shift towards a more complex definition, which represents diverse definitions. Some define a "proper" meal as fresh food and homemade food (Bugge, Almås 2006).

The family meal is seen as an important space for children's socialization where they learn about their parent's roles, values and norms regarding the meal situations. Likewise, children in families are highly influenced by their parent's visions and attitudes towards food and the meal situations (Holm, Kristensen 2014). Parents are likely to consider the family member's food preference in order to align with specific needs and desires from the family members. Therefore, the children (and other family members) are seen to highly influence which kind of food items are purchase within everyday life. The practice of creating a meal includes not only feeding the family but also; planning, shopping, cooking, management of the individual's food preferences. This complex practical task of cooking, demands considerations of practical actions in order to complete the abstract work of human relations and creating a family through the meal situation (Holm, Kristensen 2014). Cooking dinner is hereby an act of caring for others, however it also includes preparing a "proper meal" and an act of positioning oneself (Bugge, Almås 2006). Due to our interest within not only single mothers, but single mothers with low income, different studies have been used in the aim of highlighting why this specific segment is interesting in relation to vegetable consumption. The next section serves to dig deeper into low-income single mothers and consumption.

1.5.2 Low-income Single Mothers

Seven percent of the single mothers in Denmark lives below the poverty line defined by Organization for Economic Co-operation and Development (OECD) (set at 40, 50 or 60 % of the national median) and 17 percent lives below EU's defined poverty line (set at 60 % of the national median) (OECD Publishing 2008, Eurostat 2014). The study *"Low-income consumers' attitudes and behavior towards*

access, availability and motivation to eat fruit and vegetables” carried out by Dibsdall et al. (2003) has provided us with great information regarding low-income segments and vegetable behaviors. In here it is proved that, low-income groups have an extensive tendency to consume unhealthy diets with no vegetables and develop chronic diseases at an earlier age compared with higher socio-economic groups. This proves a need to target low-income groups in order to prevent unfortunate health behaviors among the population (Dibsdall et al. 2003). However, several studies show that income change, do not necessarily leads to an increased expenditure on food items, therefore, price is undoubtedly a factor, which influence on low-income individual’s food choice, compared with people with higher income (Wiig Dammann, Smith 2009) (Wiig Dammann & Smith 2009). This makes the affordability of vegetables more complex than simply a lack of money. Other factors are also believed to influence vegetable consumption, such as environmental factors, in form of social network and local areas, motivational, psychosocial or lifestyle factors (Dibsdall et al. 2003, Wiig Dammann & Smith 2009). Dibsdall et al. (2003) argue that the complexity of the food poverty issue, needs to be taken into account when developing strategies in order to address the problem of low vegetable intake. With these notions in mind, we are curious to investigate, if the families’ practices and intake of vegetables are believed to be connected to their low-income. Before going into more details about our thesis, the next section serves to sum-up the knowledge we have obtained during the *Introduction* section, and thereby support our pathway within this thesis.

1.6 Where we are going from now?

This section serves to shortly elaborate on what is known within the field of *consumption, vegetables, dinner situations and low-income single mothers* and where this has led us. We have provided you with a nutritional perspective, to highlight the importance of increasing the vegetable intake and why we find it necessary to keep focus on increasing the vegetable intake of low-income single mothers with young children. By knowing how important vegetables are, there will be no further discussion concerning the health benefits of eating vegetables. Within existing research on food habits and change hereof, there are two common applied approaches, which dominates the field; one is the cognitive approach, which is based on behavior theories, the second is the socially oriented approach, such as public health strategies and community-based interventions. Common

for these two types of study, is the assumptions of the requirement of individual self-reflexivity, which are designed on the basis of individualism (Halkier, Jensen 2011).

By researching consumption within social science, we have learned how complex the field of consumption is and that the individual approach might not capture all factors influencing consumption of vegetables and none consumption of vegetables. We have highlighted how the works of Halkier (2010) and Blue et al. (2016), proclaim a more practical theoretical approach towards studying consumers, their consumption patterns and public health issues such as low intake of vegetables. Especially the study carried out by Blue et al. (2016) created many ideas since the ideas revealed regarding the practice of smoking, can be used as inspiration within the practice of consuming vegetables. So, instead of making interventions regarding individual behaviour or instead of creating commercials motivating the individual to eat more vegetables, we follow the idea of understanding the ambient practices and how they influence the practice of eating vegetables and how they change overtime or have been changed.

Regarding the target group of interest, low-income single mothers and their children, defined as a family, we have argued how beneficial it can be targeting this segment, both due to their low intake of vegetables, but also due to the opportunities of influence the children in the families as well. By having a pre-understanding of low-income single mothers, we are now interested in investigating this group to see if the existing literature is consistent with our data. When gaining knowledge about families and their eating habits and patterns, we have learned that not only does the practice of eating dinner consist of eating, but also of planning, shopping and cooking. Therefore, we have chosen not only to focus on the dinner situation, but also on the practices of shopping and cooking. According to the income of the mothers, we have revealed how studies proclaimed that people with low-income have a tendency to eat unhealthier than people with high-income. However, a higher income does not always mean healthier lifestyle, but instead economical, motivational, psychosocial and lifestyle factors have an effect on what is served and eaten in family's households (Dibsdall et al. 2003). This notion has surprised us and challenged our pre-understanding. Therefore, we find it interesting to investigate how the families' vegetable intake is influenced.

With all the knowledge mentioned, with *state-of-the-art* in mind, we have been able to narrow down the field of interest into our problem formulation:

“How do the everyday practices of shopping, cooking and eating dinner influence the daily vegetable intake of low-income single mothers with young children?”

With this problem formulation in mind, we will make no further interpretations of the amount of vegetable eaten by the mothers or if they are meeting the daily recommendations or not - this is not within our interest. Instead, we have an interest in understanding how the three practices are influencing the mother's daily vegetable intake, no matter if it exists or not. To do so, we want to investigate what the mothers' practices of shopping, cooking and eating dinner are influenced by and how vegetables are enacted within the different families. We possess an interest in investigating how the study of vegetable intake or non-vegetable intake, apply into the concept of a practice theoretical approach, with the aim of discussing, if this thesis is able to provide an alternative answer to the already existing studies concerning vegetables consumption. From now, the mentioned problem formulation and the above-mentioned field of interest, will be the main focus throughout the rest of the thesis. The next two sections; *Theoretical Framework & Discussion* and *Data Production*, will be digging deeper into our theoretical approach applied within this thesis, and how we methodologically have collected our data. Moreover, we will throughout the thesis occasionally include some of the gained knowledge from previously sections above, which we as mentioned, is referred to as *state-of-the-art*.

2

Theoretical Framework & Discussion

By proclaiming the benefits of a practice-oriented approach, it might not be a surprise, that the theoretical foundation of this thesis is built upon practice theory. This section serves to unfold the theory of practices, what it consists of and further reflections regarding the carriers of practices. It includes interpretations and further discussions of how we are able to apply the theory within our field of interest.

2. Theoretical Framework & Discussion

The aim of following sections is to introduce the theoretical foundation of the thesis. Since practice theory is a multiple approach with no unified perspective, which has been interpreted by many different figures, the first section includes an introduction to the foundation of practice theory and which conceptualization of the theory we have chosen as our focus. It is important for us to notice that not all theorist or theoretical readings concerning practice theory - directly or indirectly - will be mentioned or taken into consideration within this thesis. Instead, few are selected to be in focus, even though other great names, might be set into relation. After this section, we are going more into detail with what practices are and what they consist of. Following we are having the focus on the carriers of practices, how they become a part of a practice, and how they are able to shift from one practice to another. We have chosen to include theoretical discussions during the sections, in order to get an answer on how the study of vegetable intake or non-vegetable intake, apply into the concept of a practice theoretical approach.

2.1 Theoretical Foundation of Practice Theory

Throughout the first part of the thesis, we have indicated that there is a lot of research concerning studies of consumption, studies of families and studies of vegetables. We have introduced four approaches towards the study of consumption within social science and highlighted that since the end of the 1990s, the study of consumption is not only about the individual choices and behavior, but also concerns social relations, everyday practices and how they emerge, persist and disappear. This means that the consumers are seen as social and practical agents, who handle consumption activities routinely and conventionally on the basis of knowledge and experiences. Since the practices are argued to be an important contributor in understanding consumers, we believe the theory is capable to give an alternative answer to our problem formulation and related sub-questions.

As mentioned practice theory is a multiple approach, meaning there is no unified perspective on the theory, which is resulting in many different versions of the theory. The approach of practice theory, has been built on many different theoretical readings, due to their interest in the “everyday”

and the “life-world”. Even though, some of them, are not referring directly to “practices” many perspectives within the frame of practice theory are already to be found within their work (Reckwitz 2002). Due to the many versions of practice theory, we have chosen to not include all of them within this thesis. We have chosen to lean up against those researcher/theorists we found most suitable with the perspective of our interest within vegetable consumption and related practices. This is not to say, that we are excluding other interpretations, all kinds of literature related to the theory of practice is used. But, since it is the first time we are working with the theory of practice, we feel a need to narrow down the field in order to make it tangible to comprehend. The work of Reckwitz (2002) and Warde (2005) have provided us with many great interpretations regarding the theory and how the theory differs from other applied theories within the study of consumption. Halkier (2010) has been frequently used due to her great experience in combining practice theory with studies of consumption and her interest within communication for social changes. Further, Halkier (2010) has managed to present an understandable version of theory of practices and by giving real case-scenarios we are able to reflect more about how we can apply the theory within our thesis. The three mentioned researchers/theories, have been included since they provide us with a great understanding of practice theory, thus their work is going to be applied throughout the thesis. However, main part of this thesis is going to follow the conceptualization of practice theory made by (Shove, Pantzar & Watson 2012). We have mainly been inspired by the book “*The dynamics of social practices*” by Shove et al. (2010), because it’s interest lies within the dynamics of the practices within social life, how they change over time and how they are interdependent on each other. Since our interest is to investigate how the intake of vegetables is influenced by the practices of shopping, cooking and eating, we first want to investigate which factors the practices are influenced by. By using the conceptualization of practice theory interpret by (Shove, Pantzar & Watson 2012), we see the possibility to grasp the complexity of the everyday practices of shopping, cooking and eating dinner, to thereby see how the practice of consuming vegetables are embedded within bundles of practices, and how they all are interdependent of each other. Furthermore, we see the possibility to investigate how the practice of eating vegetables is staying the same or how it is changing. All this is included due to our interest in understanding the performance of practices that generates the intake of vegetables or on the other hand, generates no intake of vegetables. So, instead of seeking to understand the regularity in which individuals eat vegetables, we want to understand

how the social practices of eating vegetables are embedded within everyday practices. By not taking our point of departure from the food system behind the products or cultural habits towards e.g. shopping, cooking and eating dinner, this theory gives us the possibility to focus on the performed practices, that generate the choice of buying, cooking and eating vegetables or the choice of not buying, cooking and eating vegetables (Halkier, Jensen 2011). Practice theory has been useful, due to its ability to grasp everyday performances and thereby make it possible to understand how food consumption and related practices are differently done and re-done in social settings (Halkier 2010). Instead of, for instance, relying on individual choices according to vegetables, how and where they are bought, how they are prepared and included in the meal, as the study *“U&A om grøntsager”*, mentioned in the *state-of-the-art* section, is doing. The practice approach offers an ability to unfold and thereby understand the activities connected to vegetables, as a continuous, interdependent dynamic and relation approach, affected by different aspects. According to Halkier and Jensen (2011, p. 104), *“It is the performing of practices that generate consumption activities”*, so to understand consumption activities or lack of consumption activities, there is a need to see and understand the performance of practices. Consumption is a field of practices of everyday life, which not only covers the aspects of buying, but also is a social space where people interact their meanings within their daily life. Halkier is arguing that *“Food consumption practices constitute a particular kind of bodily practices as food is materially taken into the body. Analyzing food consumption means dealing with people’s everyday experiences with practices...”* (Halkier 2001, p. 803).

Not only does the theory grasp the performance of consumption in itself, but also the social relations, the material relations and its influence on all practices carried out - which can be seen to be very important in the constellation of particular families. The next section serves to more deeply go into the practice of theory, in order to understand what a practice consist of, who is carrying practices and how they become part of it.

2.2 Practice Theory and Consisting Elements

One of the most cited definitions of practice theory (Halkier, Katz-Gerro & Martens 2011) is the one made by Reckwitz, stating that:

“A practice, is a routinized type of behavior which consist of several elements, interconnected to one other: forms of bodily activities, forms of mental activities, ‘things’ and their use, a background knowledge in the form of understanding, know-how, states of emotion and motivational knowledge”

(Reckwitz 2002, p. 249)

Reckwitz is beneficial due to his ability to reflect upon practice theory in connection to previous sociologists and philosophers. He draws the work of Bourdieu, Giddens and Schatzki into his work and thereby creates a version of practice theory as a cultural theory. He supports this by stating that, the way practice theory distinguish from social theory, is the way of understanding the condition of the human actions and the social order. Reckwitz compares practice theory with the two classical vocabularies Homo economicus and Homo sociologicus of social theories and highlights how the social order is a product of respectively single interest and normative consensus. The social orders within practice theory are embedded within cognitive knowledge and shared symbolic structures, which then creates a shared meaning of the world, and not within only the individuals or only the collective (Reckwitz 2002). When comparing practice theory with cultural theories, Reckwitz is showing how practice theory differ, in the way it places the social in both the mind and the body, the objects, the discourses and the interactions - all these are interdependent on each other and is forming each other. So, instead of explaining human actions by pointing to the single interest, or to the collective norms and values - a combination of subjective or objective elements, are taking into consideration and the human actions are therefore explained during their practices. This has also been formulated by (Shove, Pantzar & Watson 2012, p. 7) stating that practices consist of interdependencies between “[...] forms of bodily activity, forms of mental activities, “things” and their use, a background knowledge in the form of understanding, know-how, states of emotion and motivational knowledge”.

The components which forms the link between the doing and saying, are referred to as elements. Many interpretations are made regarding the elements and some researcher/theorist differ in their conceptualization of the elements. Since we have argued that we are following the conceptualization of Shove, Pantzar & Watson (2012), we are not going to include any other

elements than those interpreted by her. It would seem rather confusing to include many different interpretations, and further, many of the researchers/theorists referred to within this thesis, are having similar interpretations. The three elements interpreted by Shove, Pantzar & Watson (2012) is; competencies, materials and meanings.

“Meaning” is included as one element to represent the *“social and symbolic significance of participation at any one moment”* (Shove, Pantzar & Watson 2012, 23). Shove, Pantzar & Watson (2012) are referring to the work of Reckwitz, where mental activity, emotions and motivational knowledge are in focus, whereas Shove, Pantzar & Watson (2012) uses the words; ideas, symbolic meanings and aspirations to explain the “meanings”. Within our focus, the element of meaning is able to cover, the reasons why the families are doing what they are doing. For instance, what is the meaning of including vegetables within their everyday lives, and what is the meaning of not including vegetables? This is believed to be important with the aim of understanding how the practices are influencing.

“Competence” is referring to the understanding and knowledgeability of how to perform practices. It is referring to skills, know-how and the techniques. For instance, to peel a carrot, is a know-how competence where a certain technique is used. This competence may have been learned in earlier years, and even if you are not peeling a carrot for a long time, you likely still know-how to do so. This is a reason for why the body itself is seen as important within practice theory because it is able to keep the ‘know-how’ inside and therefore able to re-perform practices which has not been carried out within many years. The know-how is therefore embedded within the body, and by this the practices are not able to exist without the body itself. In the case of our research, the competencies can play a role in the mother's practices of shopping, cooking and eating vegetables. Do the mothers possess competencies in purchasing vegetables? And do the mother's competencies in the preparing the vegetables so that they are likely to eat them? This will be further investigated.

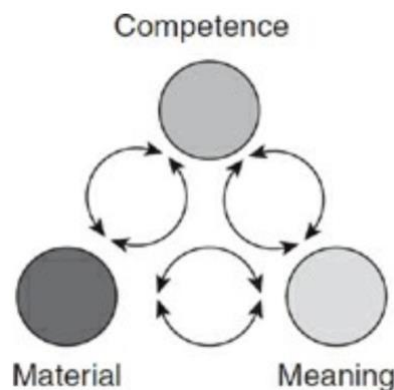
“Material” is referring to objects, things, tools, hardware, infrastructure and even the body itself. Shove, Pantzar & Watson (2012) are referring to the example of Reckwitz, asking the question of what football would be like, without the ball and the goal. An example within the focus of this thesis can again be given by looking at the carrot; when wanting to eat a carrot, in the most attractive way, with the meaning of eating healthy, enjoyable food, you might need a carrot peeler, or a form of

knife, to enjoy the carrot in the best way. If these objects are non-existing, the experience of eating the carrot might be bad or the experience might not exist at all, and you might choose to throw away the carrot. What if you do not know the existence of a carrot peeler, this might influence your meaning of eating a carrot, to become less enjoyable and something which needs to be done. Your experience depends on the meaning of eating the carrot, and your experience depends on your competence to handle the carrot. Furthermore, the meaning of the carrot is also formed due to the knowledge of the existing material. The meaning of a good carrot depends on you knowing the existence of the carrot peeler or not.

The competencies, the meanings and the materials within a practice, can often be very complex to investigate, since they all are interdependent, so if one of the elements changes, the other will follow. An example of how the elements change is seen within our own dataset. All the mothers have changed their elements within many practices, due to the practice of becoming a mother. For instance, the meaning of the practice of eating dinner has changed for some mothers. Before the birth of the children, it was often just something which needed to be carried out when feeling hunger, and there were no further requirements for the materials included, meaning that the needed competencies was tangible for the mothers. After becoming a mother, the meaning of eating dinner is now to eat before 6.00 pm, and the dinner needs to include some 'healthy' materials. This requires other competencies to acquisition these 'healthy' materials and to include them in the dinner. More examples of how the elements are interconnected, will be given during the thesis.

Practices are said to emerge, evolve and disappear in the short and in the long term. The reason for this is due to the links between the three elements which are made and broken. Referring back to the practice of peeling a carrot - If the carrot peeler breaks the practice of eating a carrot may not exist anymore, or the meaning might change (Hansen 2015, Shove, Pantzar & Watson 2012, p. 22). The elements can also exist individually, since all people possess competencies, meanings and materials in individual form, but if they are not connected, they will not be related to as a practice. So, you can possess the competence in peeling a carrot, but if you don't have a carrot you are not able to perform the practice. When a practice is carried out, the elements competence, material

and meaning are heavily connected and are mutually shaping each other, which is illustrated within picture 1:



Picture 1; Elements shape each other

(Shove, Pantzar & Watson 2012, p. 32)

This means, that the way practices come into life, is by linking the elements with a certain background knowledge, know-how and understanding. Shove, Pantzar & Watson (2012) gives a great example of the interdependencies of the elements by referring to the practice of driving, which we urge you to read. However, in the frame of this thesis, we will give an example of the practices of how cooking consists of a combination of the elements. More specifically, we exemplify this by looking back at the example of one of us researchers personal cooking practice of making a Lasagna. Notice that it might be a bit confusing to read, since the elements keep circulating around each other.

When making, a Lasagna requires an understanding and knowledge of what to buy and what to be in possession of. Since I myself has been raised with Lasagna as a preferable dish for the whole family, I have seen my mom and dad making it several times, and I have made it several times myself. Therefore, it is known by heart which kind of materials, inform of food products to buy, but also which kind of kitchen equipment to be in possession of, e.g. a dish, a casserole, some cooking spoons, an oven, a stove. Further, it requires understanding and know-how to make it taste and look good - how to cook the meat probably, how to mix the different ingredients etc. Meanwhile, certain meanings lie behind the practice of making my Lasagna for instance, I was served Lasagna myself when I was a child, it tastes good, my child likes it,

meaning he is going to eat a lot and getting some good nutrient into his body. However, it is important to notice, that this is only my individual meanings, others might have other meanings attached to their Lasagna. Not only does the practice of making my Lasagna consist of one or two meanings, but also another meaning is attach. Another meaning is that I am able to hide some vegetables within the Lasagna, giving me the opportunity to serve my child (and husband - for that sake) some healthy food, without him (them) to recognize it, since he is not able to distinguish between vegetables and meat (due to my educations I am very aware of what healthy, nutritional food consist of - at least in my opinion). However, to prepare a Lasagna with hidden vegetables, requires kitchen materials like a peeler and a greater since I need to peel and tear the carrots. To do so - to prepare and hide the vegetables within my Lasagna - requires some competencies. I need to know how to hide them, both visual but also to mask the undesirable (according to my son) taste. With all the competencies to do so, I need the know-how of how long the Lasagna requires in the oven (the material), with the meaning of making it perfectly tasteful (according to my opinion), and without a taste of burned Lasagna or raw Lasagna. However, it is important to notice, that the meaning is formed continually and changes overtime - for instance when not having a child, the meaning of a Lasagna for me, was to make an easy (in my opinion) dish not including hidden vegetables. Furthermore, the meaning was to make a dish which lasted for many days, due to the size of it, compared to what I was capable of eating. This form of Lasagna, did not required the competence to hide some vegetables, but it required competencies to make it tasteful and big (in form of size), meaning that I needed to buy materials like, bigger package of meat, extra cheese and milk to make a mornay sauce etc. The two versions of the practices of making a Lasagna, possess different competencies, materials and meanings. The competencies, materials and mentioned meanings of my Lasagna right now, might change when my son is able to distinguish between meat and vegetables. Then the meaning can be to make a vegetarian Lasagna - only the future will tell.

This is a great example of how the elements within practices are dynamics and interdependent on each other - if the meanings change, the competencies and the materials also change. Further, it is a great example showing how the practice of making a Lasagna consist of many different meanings,

but also how it consists of a know-how gained by previously experience (watching my mother and father making it). So, the practice, is also influenced by my childhood and therefore the meaning is not only constructed within my mind, but also by 'outside' influences.

Practices emerge, persist and disappear, and the elements are the reason why they are able to do so. The emergence of a practice is depended on, if the three elements are available and able to be required by the individual. Shove, Pantzar & Watson (2012) are using the example of the practice of eating toast for breakfast and is indicating how three maps are able to be made. *"One depicting the distribution of requisite competence, another showing access to necessary materials and a third plotting the prevalence of a toast as a meaningful part of breakfast"* (Shove, Pantzar & Watson 2012, p. 3). Putting all three maps on the top of each other, will indicate how the practice of eating toast for breakfast is emerged. Let us give specific example by looking at the Danish crises within December 2017 of the Vanilla Pod. Within December 2017 the import of Vanilla Pods within Denmark decreased due to a bad weather circumstances on Madagascar, who are exporting 70% of the Vanilla Pods to Denmark. This resulted in an increase of the price by 50%, meaning that consumers were only able to buy 1 Vanilla Pod for 35 kr, instead of 2. *Since* many households, especially in Denmark, are using Vanilla Pod in the practice of baking, due to the tradition of different Christmas cakes consist of Vanilla (examples of Danish Christmas cakes; "vaniljekranse" & "pebernødder"), the few Vanilla Pods imported, where often sold out in the supermarket or extremely expensive. Without the Vanilla Pod, the practice of baking "vaniljekranse" for instance, was not able to exist, meaning the practice disappeared. Since the competencies and the meanings still existed, another material was taken into the practice, and thereby made a new practice, for instance a practice of baking rolls - which then required adjustment of the competencies and meanings. For some, the Vanilla Pod crises changed the meaning of baking "vaniljekranse" from being a cozy practice, gathering people where a ton of "vaniljekranse" were baked, to become an expensive practice, where only few was made, but a practice they needed to perform, since the Christmas could not "exist" without the tradition of eating homemade "vaniljekranse". To some people the practice might disappear in a certain period, since they cannot afford the Vanilla Pod, or it might change to the practice of baking homemade rolls instead of "vaniljekranse" (Goos, Laursen 2017).

This is a great example of how a practice circulates and change in dynamic with elements, and an example of how a practice is transformed into another practice. In relation to our thesis, we are not only interested in investigating the existing practices and related elements within families, but we are also interested in understanding how the social construction evolves and thereby require development of the elements. To understand what is influencing the single mother's intake of vegetables, we need to understand their practices of shopping, cooking and eating dinner. Furthermore, we need to understand their competencies, their meanings and related materials, they are surrounded by and how these are used and related within their everyday life. With this deep understanding of the elements and existing practices, we see the benefit of practice theory to be an alternative approach towards studying the consumption of vegetables or the non-existing consumption of vegetables.

Practices are both integrative practices and dispersed practices. With the focus on dispersed practice the elements; competencies, meanings and materials of the practice is linked to the doings and sayings. Dispersed practices are referring to the whole of a human action, and often multiple dispersed practices are embedded within integrative practices. When focusing on integrative practices the preformed routinized behaviors are taken into account, where bodies are moved, objects are handled and the world is understood. Integrative practices are carried out in front of, together with and in relation to others (Warde 2005, Halkier 2010).

However, since it has been argued that consumption is not a practice in itself, but rather an aspect of almost every practice, and therefore seen as a dispersed practice rather than an integrated practice, it has been discussed whether or not practice theory is an appropriate approach when studying consumption (Warde 2005). We have within the section *Investigating consumption in social science*, highlighted how consumption is defined by oxford dictionary as "*the action of using up a resource*" - and it can be discussed if all practices are a matter of using up a resource. The practice of running, consist of consuming energy, the practice of driving consists of consuming fuel, etc. Warde (2005) argues that people often not recognize that they are consuming, and therefore do not understand their behavior as consuming, since they are doing 'things' like driving, running or eating. He therefore claims that consumption often occurs without the mind, compared to for

instance the practice of shopping, since it consists of further meanings, competencies and materials. Due to these facts, consumption cannot be seen as a practice, and is therefore not able to be analyzed with a practice theoretical approach. However, Halkier (2010) to some extent questions Warde's implications argues that types of consumption which activity is performed and recognized as a specific practice within social life, can be interpret as an integrated practice. Due to her focus on medialized everyday life, she supports this by stating that *"the whole point of the media discourses that ascribe societal responsibility to consumers is to make consumption routines become noticed as consumption, thereby making them open for revision"* (Halkier 2011, p. 34). Media discourses are able to frame certain consumption patterns as practices, for instance nutritionally correct consumption is related to societally bundles of activities, so to say doings and sayings. In the frame of our research, the consumption of vegetables is via media discourses been noticed as a practice in itself. Halkier therefore argues, that it might make analytical sense to see some consumption types as practices. Within the interest of our thesis, certain patterns of consumptions arise within everyday life, and is therefore interpret to be integrative practices. For instance, the importance of the practice of eating dinner is seen to be increased as a routinized behavior of everyday life, due to the practice of being a mother. Therefore, we can argue that is it possible within our focus to study the mothers' consumption patterns with a practice theoretical approach, since the consumption of vegetables can be seen as an integrated practice, which consist of routinized behaviors and requires meanings, materials and competencies.

To sum up this section of practice theory and its consisting elements, the conceptualization of the dynamics of social practices made by Shove, Pantzar & Watson (2012), has been a great supplement to a complex, and often hard to investigate approach towards the study of vegetable consumption. Due to this, it has been important for us, to be inspired by practice theoretical works, as they give some great examples and ideas on how to deal with the theory in practice. The previously section has focused on the practices itself, and how they emerge by the interlink between competencies, materials and meanings and how the practices are able to change. Within the next section we move the focus from the practices, to the carriers of the practices. In here we will further elaborate on how the carriers become a part of a practice, how they are able to shift from one practice to another and how they are able to possess multiple practices at once.

2.3 The Carriers of Practices

If practices are to persist they need someone to keep them alive. This section is going to identify which role the individual, who is referred to as the carrier, has within practice theory. We will investigate how the carriers are embedded within the social practices, and we will discuss from where the carriers are influenced by. We will give some real-life examples during the section, not all of them are related to the practice of consuming, or to vegetables - but, one of the best ways for us to understand the theory and its carriers has been to think of our own life and experiences.

Within practice theory, the people, the individual are seen as a body/minds who carry out social practices. Even though the main focus lies within the practices, the carrier of the practice is seen important, since the practice cannot exist without (Shove, Pantzar & Watson 2012, Reckwitz 2002). Without neglecting, that the carrier still does has some routinized way of understanding, desiring and knowing-how, in order to perform practices. In the words of Reckwitz, the individual consists in the performance of practices and *“understand the world and themselves, and use know-how and motivational knowledge, according to the particular practice”* (Reckwitz 2005, p. 256). Moving the main focus away from the individual to the practice, is one of the reasons why practice theory differ, from other kind of consumption approaches. As mentioned within *state-of-the-art*, the study *“Fruit, Vegetables, and Behavior Change”* carried out by Thomson (2011), the most frequently applied approaches within the field of behavior change of fruit and vegetables are “Stages of Change” and “Motivational Interviewing”, theories depended on the individuality. Even the study itself, suggest that there is a need for alternative approaches, and we believe practice theory to be one version of an alternative approach towards vegetable consumption, and behavior change. The *“U&A om grøntsager”* introduced within *state-of-the-art*, is also a study reliant on the individual self-reported data, and again suggestions towards more research is made. Compared to other approaches, practice theory claims, that the individual is not always the one making choices, but that the practices are guiding the way for the individuals. This means that wants and emotions belong to the practices (and not the individual) in form of knowledge, due to social influence and affection (Warde 2005). An example of this can be a bodybuilder’s wants for healthy food - this is more a consequence of engagement in the practice of building up a body, and providing it with the right nutrition, than an individual taste or choice. Or referring back to our personal example of making a Lasagna, the

wants of making a Lasagna is an emotional dish since it is a reminder of childhood and the mom and dad standing in the kitchen making food.

Individuals are able to become a part of practices throughout patterns of participation, experience and commitment, and the changes of becoming a part of a practice, are related to the social and symbolic significance of participation. We will give another personal example where both researchers are included. One of us researcher has African roots and possess some African practices. One of the practices is a certain African dance which is carried out at bigger events, as we call *Pamoja Cheza*, meaning a community dance on the language of Swahili. The researcher both has the competence of performing the dance, the dance further requires the material of a song, called *Vul'indela* and even more, the dance carries the meaning of a *Pamoja Cheza*, a community dance, meaning all the people gathered at the event are participating in the dance. This practice has been shared and transmitted to the other researcher at a bigger event. However, if the practice of the *Pamoja Cheza* was transferred at a random day where only the two researchers participated, the symbolic meaning of the dance would not be captured. Therefore, it is important that the researcher transfer the practice to the other researcher during a bigger event, at the dance floor, with all the other people with African roots.

This is just one example of how one of us researcher ends up being a part of the practice, due to social network and thereby carries out the practice, together with the others. There are many ways in which individuals become a part of a practice, due to birth, location, historical experience etc. Sometimes individuals become a carrier of a practice due to other practices. Further, it is important to notice, that not all individuals are capable of being a part of all existing practices. Shove, Pantzar & Watson (2012) introduce that “*the maximum number of person-hours a practice might capture is defined by the demands it makes and by existing distributions of relevant financial and material resources, physical ability and expertise and so on.*” (p. 65). In general individuals carry out many practices on their own will, but also some practices require to be obtained due to rules and laws. Shove, Pantzar & Watson (2012) gives an example of how the practice of daily showering, is not a practice which has to be carried out due to law, but due to social networks, inform of expectations, design of bathrooms and products on sale, individuals are required to shower (maybe not daily but) frequently. However, this is also a matter of location, because within other countries, the society

may not require a practice of daily showering. Therefore, location is also an important factor of which kind of practice emerge, both in the broad term and in the short term. For instance, the practices carried out at work might not be the same carried out at home. Further, the carrier is able to possess practices within memories for years, without forgetting them (a well-used example is the practice of cycling, when first learned you will never forget).

Within our thesis, the carriers of the practices of shopping, cooking and eating dinner, are presented as being four low-income single mothers. Even though, they are categorized to be in the same segment and are seen to carry out some of the same practices, they might not possess the same meanings, competencies or materials. The meaning of shopping might not be the same for all the mothers, and therefore the materials included and the competencies required are different as well. We further believe that the mothers possess different know-how, different understandings and different experiences, and therefore their practices might differ. This will be elaborated further within our analysis.

We have now presented our theoretical approach applied within this thesis. We have highlighted that practice theory is not a unified approach and therefore we have presented the version of practice theory we have used as framework. The next section is going to present how we have gathered data, which kind of methods we have utilized and further we will introduce the participating families of our thesis.

3

Data Production

After introducing the aim of our thesis and setting the theoretical foundations, the next step in our thesis, is the collection and production of our data. Within this section we introduce our recruiting processes of the families and each individual family. Further, we will present the methods chosen for this research, which will be followed by a discussion regarding the methodological considerations. The section is also used to reflect on our role as researchers within the field. We have chosen to include some of our conducted data within this section, as the methodological approach has been influenced by our experience in the field.

3. Data Production

The process of data production took place in February 2018 until April 2018 in a city within Greater Copenhagen, Denmark. In order to prevent an exposure of sensible information about the participating families in this thesis, we have chosen to not share information about the city in where the data is collected. Further, we have made the families anonymous by giving them other names, however the real names are known by the researchers. The data was conducted by both researchers, however different task was divided between the researchers, which will be elaborated on later. Within this section, all considerations and reflections according to the data production are going to be presented. First, we will introduce the process of recruiting the families, since this was the first step taken.

3.1 Recruitment of The Families

At total four families, consisting of single mothers with young children in the age 2-4 years old, were selected for our research. The aim for selecting four families is not to achieve a representative sample of Danish families as the number of participants is rather small. However, the aim is to get a deep insight in a limited group of family's everyday lives.

The first step of the recruitment was through an Email (see Email in Appendix 1) send to the community house: "Familiens Hus" [family house]. The reason for recruiting through this particular organization is that "Familiens Hus" already has established contact to a great amount of families, consisting of single mothers, as they target to help and support them. "Familiens Hus" is a networking place primarily for mothers below 30 years old. They offer counseling regarding education, job, personal support etc. Within "Familiens Hus" both mothers and fathers can come and learn about the role of being a parent, however, mostly mothers visit the house. "Familiens Hus" agreed to help us with the recruitment, and as a start, they posted information about us on their official Facebook page (the post can be seen in Appendix 2). With this, we gained contact with three different families, who voluntarily offered to participate in our investigation. Few days after, we succeeded in meeting with one family, and conducted the first observation and interview. Early in the recruitment process we discovered the challenges of making arrangements with the mothers, as we experienced, the other two families, recruited by the Facebook page, cancelled our

appointments several times. Therefore, we decided to participate in a communal eating in "Familiens Hus", to become a face of the house, and create personal contact to the mothers at the event. By being presented at "Familiens Hus", we hoped to find more families who wanted to participate. Furthermore, we used the first family, who already had participated, as an ambassador in order to show the other mothers, at the communal eating, that our aim of the research is harmless and do not require big changes within their everyday life. Likewise, we experienced that the first mother was highly influenced by our first recruiting attempt, where she was told, through phone conversation, that the aim of the research was to understand their intake of vegetables. It was clear, that she talked about vegetables quite often, even though we did not mention the word ourselves during both the observation and interview. Likewise, she only bought vegetables during the shopping observation, which seemed artificially performed. Due to the focus on vegetables within the first family, we removed the word *vegetable* within our oral presentation and told the other families, at the communal eating, that the aim was to investigate their everyday life and food routines, by following them during the practices of shopping, cooking and eating dinner. Moreover, we promised a little reward, in form of a basket with goods, to the mothers, in order to tempt them to participate in our research. Since the communal eating was not a big success regarding recruitment, somewhat, it might have influenced our contact to our second family, as the mother who earlier cancelled our arrangement agreed again to make a new date. Thus, with only two recruited families, we were left with a desperate need for more. Therefore, we made a third attempt to recruit more families through "Familiens Hus" official Facebook page, again (which can be seen in Appendix 3). By this post, we were getting contact to our third family. Since "Familiens Hus" still wanted to help us with the recruitments we took the liberty to contact our fourth family, who was active on "Familiens Hus" Facebook page, and the mother agreed to participate likewise.

3.2 Introduction to The Families

The aim of this section is to make a clarification of the families participating in the thesis in order to understand who they are and what they value. Moreover, the section describes our first encounter with the families and what we learned about them during our meeting. The information regarding the families below, is conducted mainly during small-talk before and meanwhile observing. Some of the information can therefore be found within our observation schemes, (see Appendix 4, 5, 6, 7

and 8), (all practices, shopping, cooking and eating dinner are gathered in one document within each family). Likewise, the following section is provided with information regarding the families' household and economic status. Moreover, we have described the family's personal relations to friends and family in order to get an insight in their social network, as they to some extent have an influence on the families' everyday lives. A scheme below gives a great overview of the mothers and their children.

Name	Anne	Maria	Hanna	Michelle
Age	31	30	30	23
Child, age	Boy, 3 years	Girl, 4 years	Girl, 2 years	Boy, 2 years
Occupation	Receive benefits	Student	Student	Student
Living circumstances	Apartment 3-room, rent	Terraced house, 3-room, rent	Apartment 1-room, cooperative dwelling	Apartment 3-room, cooperative dwelling

In order to make it possible to distinguish between the families throughout the thesis, we have chosen to categorize the families with numbers, listed in order from who was observed first, second, third and fourth. In this thesis, the families will therefore be referred to as: Family 1 - Consisting of Anne & Jack, Family 2 - Consisting of Maria & Maise, Family 3 - Consisting of Hanna & Agnes and Family 4 - Consisting of Michelle & Mads.

Family 1:

- *Mother Anne 31 years and son Jack 3 years:*

Our first contact with Anne was through our first post on "Familiens Hus" Facebook page. She seemed quite interested in our research and she was the first to be recruited. Anne grew up in a city in Greater Copenhagen, where she also lives now. She gave birth to Jack at the age of 28 and

together they now live in a rented 3-roomed apartment, provided by the municipality. Her family and friends live in the area nearby and Jack has contact to his father and grandparents, as they all live in the same city. Anne and Jack's father have challenges with communicating together, however, they manage to keep in touch for Jack's sake. Anne is receiving benefits and describes her economic situation as: *"[...] caught on Received benefits and waiting to be forwarded in the system, so its about saving where you can"* (Appendix 8, p. 1). She is therefore waiting on actions and decisions being made from the municipality and is insecure about her future. Moreover, we asked her directly about her food budget and she answer: *"I think we have about 1000 kr. a month"* (Appendix 8, p. 1). This indicates a relatively low budget and that she is forced to consider how to make her and Jack's budget last throughout the month. Anne has learned to cook from her childhood home and she describes her learning as self-taught: *"Now I am self-taught from home, how to make lunch and cook and something like that from I was six to seven years old [...] so I can do many things now [...]"* (Appendix 8, p. 9). It is important for her to transfer her self-taught skills to her son Jack, as she does not wish him to be a "Curling Barn" (A child who never faces adversity and is helped by his/her parents with everything), who does not know how to boil an egg in the age of 20 (Appendix 8, p. 9).

Anne uses different apps to organize her shopping. She makes shopping lists and finds offers on different food items. One specific app, is very useful for her, which is the Rema 1000, since it provides her with an overview of the total price, which she finds quite useful as she then knows how much she has to spend (Appendix 8, p. 1). Mostly Anne does her shopping in either Rema 1000 or Netto and primarily she gets inspired by good offers on meat like e.g. "gule priser" [yellow prices] in Netto. Normally she shops one to two times a week and brings Jack's pram along (no matter if he is participating or not), as it can ease the load of the purchased items. Generally, Anne is highly attracted to sales and good offers and often refers to some of her earlier sales purchases with exact prices. Likewise, she does a great effort in finding the offers through different apps like Netto, Kvikly and SMS Costumer Clubs (a service which provides signed-up customers with deals and offers through their phones). Anne is fond of meat, as she mentions meat several times during the interview and most of the offers she mentions is likewise on meat. Moreover, Anne is fond of frozen vegetables and during her previous sessions at her dietitian she has learned that the nutritional value of the frozen vegetables are equally as fresh vegetables. Additionally, the price is lower on the

frozen vegetables and therefore she prefers these. To be a mother has inspired her to eat more vegetables and she would recommend others with low-income to purchase frozen vegetables as she finds them affordable.

Mostly Anne does her shopping without Jack, however she includes him in the decision of what they are going to eat. Anne uses her mobile phone to prepare her shopping both while and during the shopping. Anne likes to cook (and specially to bake), and while cooking Jack is often placed in front of the television in order to give Anne some peace. Her prioritizing for a meal is: “[...] *Cheap but good.*” (Appendix 8, p. 13) and common for her is chicken and Spaghetti Bolognese, however she does not have any favorite dishes (Appendix 8, p. 14). Anne and Jack eat two meals together every day, breakfast and dinner, though Anne occasionally skips breakfast but instead just joins Jack (Appendix 8, p. 14). According to Anne a real and healthy meal is a “T- tallerken”, (a half plate of vegetables, a quarter plate of meat and a quarter plate of starch) (Appendix 8, p. 11).

Family 2:

- *Mother Maria 30 years and daughter Maise 4 years:*

Our first contact with Maria was through "Familiens Hus" on Facebook in our first attempt to recruit. She cancelled our appointments a couple of times, however, after participating in the communal eating, she got the chance to speak to us in person and afterwards she agreed to participate. She seemed rather skeptical from the beginning and was suspicious about our roles and what we actually were investigating. Maria is originally from Nordsjælland and grew up with her mother but without a father. Maria gave birth to her daughter Maise at the age of 26 and together they live in a rented terraced house in a city in Greater Copenhagen, provided by the municipality. They live alone and have done that the most of Maises life. However, Maise visits her father every 2nd week as Maria wants Maise to have a father, opposite how she was raised herself and therefore the contact to the father is important for Maria. Maria lives nearby her sister, meaning that they see each other often and have a close relation. Maria uses the freedom every 2nd weekend to earn extra money by working in Silvan. Maria is a “HF student” (Similar to an upper secondary school for

adults) and preparing for studying as a social worker. Therefore, she is financed by “SU” and therefore has a low income. However, her job earns her a little extra money per month.

Usually Maria does her shopping in Føtex located near her school and then she can do the shopping after school on her way home and before picking up Maise from kindergarten. Maria thinks that Føtex is expensive but finds it as the easiest choice for her in order to spare time. Føtex likewise have everything and therefore she does not need to go to several supermarkets. However, she prefers to do her shopping in Fakta but is challenged with the transportation to the supermarket, as is it located far from their home. Moreover, Maria shops in Rema 1000 occasionally as she did on the day we made the observation. Maria does not structure her shopping and normally just go down to the supermarket and find things randomly, according to what she feels for right here and now. She describes herself as: “[...] *Really Stupid*.” (Appendix 9, p. 3), when it comes to her shopping structure. She shops almost every day and Maise comes along one to two times a week. Maria describes herself as non-impulsive buyer, however our observation and interview revealed something different as she purchased quite many items, which were not on her list. Likewise, Maria wishes to buy organic, however we observed that Maria only purchased and looked at the conventional vegetable shelf. Maria does not search for inspiration and does not use recipes. She is self-taught and does not find it challenging to cook as she according to herself, is very creative and possess different cooking skills (Appendix 9, p. 8). She describes her source for inspiration as: “*myself*.” (Appendix 9, p. 5). However, she sometimes gets inspiration from Master Chef on the television, though she would never try to find their recipes, instead she just tries it out herself on what she calls “*gefühlen*” (Appendix 9, p. 7). Maria hates to prepare food, however she manages to cook food for her and Maise most of the time and she describes her variation of dishes like this: “*It is barely sufficient. That's how we can survive [...]*.” (Appendix 9, p. 10). Maria states that she eats vegetables everyday (Appendix 9, p. 12), however she considers herself as picky when it comes to vegetables and mostly she buys leek, maize, cucumber, tomato and salad (Appendix 9, p. 7). When giving birth to Maise, Maria's lifestyle and food habits have changed, as she now structures her meals more and eats dinner earlier than before. Moreover, she states that she is forced to consider breakfast, lunch and dinner although she hates to cook (Appendix 9, p. 8). Health to Maria is: “*Health*

is many things. It's both exercise and your diet, and what you drink ... and yes. There are many things. Your sleep and its everything that goes under health." (Appendix 9, p. 10).

Family 3:

- *Mother Hanna 30 years and daughter Agnes 3 years*

Our 2nd attempt in recruiting families, was through the Facebook page of "Familiens Hus", where Hanna agreed on participating. Hanna lives together with her daughter Agnes in a one-room cooperative dwelling and their space is therefore limited. She gave birth to Agnes at the age of 28 and they have always just been the two of them. Hanna is an online student, which means that she studies at home most of the time and studies on her school every Tuesday from 08.00 am - 04.00 pm. According to her economic situation, she is on "SU" and is therefore also categorized as low-income. Hanna describes her economic situation like: *"So, now I am a student so every single penny count."* (Appendix 10, p. 1). Likewise, economy is important to Hanna and she describes it like: *"[...] also because I am a student, so it is not the biggest budget you have available [...]"* (Appendix 10, p. 18). Hanna has attended a lifestyle change course at "Diætisthuset" [The dietitian house] in order to lose weight, in which she learned about healthy food and low-calorie diets. Likewise, she has had a Personal Trainer and she is soon attending a new course in "Diætistens Hus" [The dietitians' house], to lose more weight and she states that: *"[...] I hope that they can give me some inspiration on how to use vegetables differently than the ways I know."* (Appendix 10, p. 19). Agnes sees her father quite often and Hanna has a good communication with him. Likewise, they occasionally eat together and do things together with Agnes like traveling. However, Hanna solely is responsible for the household and carries the role as a single parent to Agnes. But since her family is living within the same town, she is often supported by her mother, father, aunt and siblings and is occasionally eating at their place. Every Tuesday when Hanna has to go to school she gets help from either her parents or Agnes' father, to pick up Agnes and to help preparing the dinner as time is limited on Tuesdays when Hanna participates in school. Mostly Hanna picks up Agnes by bicycle and do the shopping afterwards together with her. This limits her in buying too many and too heavy things. Though, she sometimes borrows a car from her parents and drives to Bilka to purchase a larger amount of food on sale and particular meat on sale (Appendix 10, p. 9-10). Hanna gets inspired by

good offers on meat or nice marinated meat and she states that: “[...] *So usually I look at the meat first actually, if I don't know what im to have [...].*” (Appendix 10, p. 7). Hanna is limited on space as she lives in a one-room apartment, therefore this is seen to have a great influence on how much food she can buy in the supermarket and storage in the kitchen.

Mostly Hanna does her shopping in Kvickly, as she prefers to go to a supermarket, which offers everything she needs, however she mentions that Kvickly is too expensive. Even though she states that: “*it is just nearby [...]*” (Appendix 10, p. 6), so to make it easier timewise she chooses Kvickly. She bikes to the supermarket about five times a week and most of the times Agnes is with her. If the weather is bad she occasionally takes the pram instead. Hanna structures her shopping and cooking by making food schemes and shopping lists on her mobile phone. She enjoys to go shopping in the supermarket and she and Agnes uses the time during shopping to chit-chat and have fun together.

Hanna prioritizes her time with Agnes and prefers a meal to be quick and easy. However, she likes to cook but is limited in space and therefore she enjoys visiting her parents to cook in their kitchen. This also gives Hanna the possibility to include Agnes in the cooking. Oven baked chicken with rice and vegetables, something with minced meat and omelet are some of Hanna’s favorite dishes and especially oven food, which does not need to much attention is a favorite, as it gives Hanna more time together with Agnes (Appendix 10, p. 4). Normally Hanna and Agnes are sitting together at the dinner table when they eat and they eat two meals together in the everyday, breakfast and dinner.

Hanna describes herself as picky when it comes to vegetables. Her main issue with vegetable is: “[...] *it is just that texture. When you get it in the mouth, that I don't like [...].*” (Appendix 10, p. 13). However, if Hanna is going to increase her vegetable intake she states that: “[...] *I just need more inspiration on how I can make the dishes differently or think vegetables in a different way. Because it can easily be the same and I get tired of broccoli [...].*” (Appendix 10, p. 19). Right now, Hanna gets inspiration from “Salattøsen” (a blog which post healthy inspiration to food) on Facebook and is amazed by good looking pictures with delicious recipes. Hanna describes a healthy diet as: “[...] *To*

think about how much you eat and also to ensure that there is something healthy, well vegetables or something. Not so fatty [...]." (Appendix 10, p. 14).

Family 4:

- *Mother Michelle 23 years and son Mads 2,5 years*

Our first contact with Michelle was by contacting her privately on Facebook as we noticed her activity on "Familiens Hus" Facebook page. Michelle is the youngest of our recruited mothers and she gave birth to her son Mads at the age of 21. Together they live in a 3-room cooperative dwelling apartment, owned by her parents. They have always just been the two of them living together and they have no contact with Mads' father. This means that Michelle is alone with the parenting, however, she occasionally seeks help from her parents, who are picking up Mads from kindergarten occasionally, and help Michelle economically, in form of paying her phone bill (Appendix 11, p. 16). Michelle's dream is to move to North Zealand, out in the nature and closer to her parents' holiday house, where they often are. Michelle has a girlfriend, who has a daughter at the same age as Mads, and sometimes they meet and eat together. Michelle is a student and therefore has a low income financed by, which she describes as: *"Oh, because there is not a lot of money on the food budget, so you must save where you can."* (Appendix 11, p. 7).

Occasionally Michelle uses a shopping list while shopping but sometimes she just goes to the supermarket and finds inspiration there. She values that the food she purchases is healthy, which she describes as vegetables and not too much fat (Appendix 11, p. 1). Michelle remembers how she enjoyed going shopping with her parents and how she was allowed to get something from the supermarket, therefore she also often brings Mads to the supermarket, and let him participate in the shopping. Michelle is primarily looking for offers and she is likewise fond of Netto's "gule priser". Michelle is inspired by good offers on meat and mostly she chooses the cheapest by checking the price pr. kg (Appendix 11, p. 8). She is not prone to impulse buying in the vegetable department as it would be too expensive, and therefore she purchases the most necessary in order to keep the budget (Appendix 11, p. 8). Sometimes she uses the app "Too Good To Go", in which offers are given

on leftovers at restaurants, in order to get cheaper vegetables and other sales offers (Appendix 11, p. 9).

At home, when Michelle is about to cook, Mads often watches television. She does not include him in the cooking, as it will be too messy and make the cooking situation more difficult (Appendix 11, p. 9). She does not want to spend too much time in the kitchen and states that she does not care about cooking compared to previous in her life (Appendix 11, p. 10). However, after giving birth to Mads she got tired of the *mum-body* and began exercising in fitness and eating healthier, which resulted in an increase in her vegetable intake (Appendix 11, p. 2). The main barrier for Michelle to purchase more vegetables is her low economy. If she had a higher income, she would buy more vegetables, however, she mentions that her creativity regarding food preparation is a challenge as well (Appendix 11, p. 14). Health to Michelle is: “[...] *There must be a couple of vegetables at least, and not too much fat.*” (Appendix 11, p. 1). “*Mmh because I think it's nice that there is a little bit of vegetables, so there are some vitamins and something like that*” (Appendix 11, p. 1).

Mads and Michelle eat two meals together, breakfast and dinner. Mostly she just watches Mads when he eats breakfast as she does not eat herself. They eat dinner around 05.00 pm and latest 06.00 pm as Mads needs to go to bed early (Appendix 11, p. 11). Michelle values the time off, relaxing on the sofa, when Mads is put to bed and therefore she tidies up and cleans the kitchen during the cooking session and likewise cleans straight after eating dinner. One thing Michelle wishes to have is more time to relax as she needs to take care of Mads at all days. Within the last 2,5 years, she has only been out alone one time, this makes her desire a break from being a single parent every now and then.

3.3 Methodological Considerations and Discussion

When having a practice theoretical approach, it is not only qualitative methods which is seen beneficial, but often these methods are the most applied once. The reason for this, is due to the complexity of social processes, which often consist of and are influenced by many different factors. Qualitative methods hold the benefits, that they are able to collect much information about few people - meaning that they are able to go into depth (Halkier 2010). When aiming to investigate how the mothers' vegetable intake is influenced by the practices of shopping, cooking and eating

dinner, we find it necessary to get a deep understanding of the mothers' practices and how they are carried out, the meaning of them, the competencies required and the required materials. In order to get information regarding the mothers and their relation to vegetables, we want to investigate how the vegetables are enacted within the families. To do so, we need detailed observations, descriptions and reflections from the mother in order to make interpretations of the practices and the vegetables. Warde (2005) states that since practice theory consists of both doings and sayings, the analysis must be provided with both practice activity and its representations. In order to capture the doings and its representations, we see the benefits of combining the methods participant observation and interview. Both methods produce different data, however, in combination they are seen beneficial to get in-dept experiences, understandings, interpretations of the practices of social agents (Hansen 2015). The following sections include an introduction to each method; participant observation and interviewing, where we in order to explain the chosen methods and our thought behind, are including real life examples from our research. Our roles as researchers has changed over time, from our first observation and until the very last observation. We became more skilled after each observation and therefore our approach towards the methods has changed during time. Therefore, to make the thesis as transparent as possible, we have chosen to include data in the methodological considerations. After each introduction of the methods, follows an introduction to how we have processed the data. This has been included to indicate how we have worked with our data, and how we thereby have been able to start up our analysis.

3.3.1 Participant Observation

Participant observation is defined as a method in which *"a researcher takes part in the daily activities, rituals, interactions and events..."* (DeWalt, DeWalt 2010). Participant observation *"makes it possible to gain insights about how people construct their worldview through social practices and ascribe meaning and importance to events, actions and persons"* (Hansen 2015. p. 151) - and therefore participant observation is seen beneficial in a study with a practical theoretical approach. Since our main focus is to understand how everyday practices influence vegetable intake, this method has been seen as one of the most important methods within this thesis. The method has the ability to grasp the bodily performances, the doings, of the families, and moreover, the elements; competence and material. The example of wanting to eat a carrot, in the section of *Theoretical Framework & Discussion*, is a great example of how materials and meanings have an

important role in the choices of eating or not eating a carrot. Within the section *Data Production*, we have observed the families within their private homes, and we saw how important, for instance, kitchen materials are for the practices of shopping and cooking. As an example, Family 3 only has a small kitchen, with a refrigerator, including a 18L freezer. As we observed, the mother only used maximum three kitchen equipment's at same time, due to lack of space, which results in her cleaning the equipment's frequently. The small refrigerator and freezer, indicated that she is not able to store much food, which influenced the practice of shopping, since she is limit on how much food she purchases in the supermarket. Likewise, she only has a small oven, therefore her cooking competence is believed to be undermined (Appendix 6). This is a great example of how the competencies, meanings and the materials came into expression during the observation, and how beneficial the method is within our thesis.

Role as Researcher

In the process of participant observation, it is important to be aware of which kind of role to perform as a researcher (Hansen 2015). In our data collection, we had the role of 'observer as participant', which best describes our degree of participation and engagement throughout the observations. (Spradley 1980) describes three forms of participant observation: 'active participation', 'moderate participant' and 'passive participation'. Our overall role is best described as moderate participation, as we in some extend got involved with the families during the observations. This strategy of moderate participation maintains a balance between being an insider and outsider of the activities (Spradley 1980). However, since participant observation was used in two different circumstances, the differences in the degree of participation changed. The first observation was carried out at the communal eating at "Familiens Hus". This was done in the beginning of the data collection to get familiar with the house and to talk with some of the mothers participating. The communal eating started at 04.00 pm and terminated at 06.30 pm, and after introducing ourselves and the aim of our research, we observed the families during the event. This was done both to observe the activities carried out, but also to practice the method of participant observation before conducting more data. However, we did not interact in any of the activities and maintained as "passive participators". Since it was agreed before going there, that we participated in the dinner, our role shifted to be "active participators", which gave us the possibility to small-talk with the families in order to get familiar with our target group (Spradley 1980). By observing and participating at the communal eating, we

became a face of the house, and as mentioned earlier, it made it easier for us to recruit more families to participate, due to the families got to know us better and we were able to gain their trust.

The second way of using participant observation, was by following the families during the practices of shopping, cooking and eating dinner. The observation started when meeting with the families at an arranged setting. We allowed the participants to suggest the meeting point in order to make them feel safe by choosing a familiar location. With Family 1 we met at the bus stop where she and her son got off. Family 2 agreed to meet at their home and together drive to the kindergarten and pick up the daughter before heading to the supermarket. Family 3 suggested to meet in front of the supermarket, and Family 4 suggested to meet in their private home and together we walked to the kindergarten to pick up her son. In all cases, the time before starting the observation in the supermarket, gave us an opportunity to introduce ourselves and small talk. Further, we used the time to introduce our research again, inform them about the reason for observing them, and what was going to happen during our observation of the three practices. This seemed to minimize the tension and awkwardness between us and the mothers, since they knew exactly what was going to happen. We told the families before observing them, that:

“We are going to observe you while shopping, cooking and eating dinner. It might be a bit unnatural to be observed like that, but our great interest is to see how the practices of shopping, cooking and eating dinner is carried out, when having young children, so please be as natural as possible. We are not going to judge you, what you are buying or how you are handling your child, this is not our interest. We just want to get an everyday picture of your shopping, cooking and eating dinner, as a family. We are going to divide our roles a bit, therefore Anni is going to observe you during the shopping, Tenna is observing the cooking session and Anni is observing the eating session.”

The reason for dividing the tasks between the researchers, was first of all, because Tenna lives in the town where we are doing the observations, therefore we experience with Family 1, that friends of Tenna were present in the supermarket at the same time. Since they were curious about what we were doing and therefore asked questions, it was an extensive distraction, both to the researcher, but also to the mother who seemed disturbed hereby. Secondly, since the families only consist of one adult and one child, it might seem overwhelming, getting observed by two adults.

Therefore, we agreed to divide the tasks. Likewise, this gave the individual researcher the possibility to reflect upon the observed situation, while the other researcher was doing the following observation.

Our role as observers changed during the whole period of data collection. When doing the first observation with Family 1, we realized afterwards, that we had participated too much in the practices and that it had an influence on the quality of the conducted data, as the family's everyday life situation suddenly included us. Meaning that the practices carried out by family would have been performed differently without our participation. The reason why we participated that much, was due to many reasons; one was that Family 1, according to us, had a messy and unhygienic home, forcing us to stand in the middle of the kitchen observing and thereby interfere during the cooking practice. Also, the situation was transcendence to us, due to the poor living circumstances within the house, this made us raise questions while observing, as we did not know where to place ourselves and we both felt intimidated by the whole situation. It was clear, that our uncertainty and confusion, interrupted the practices of cooking and eating dinner and that the family's real life situation was biased by our presences. However, we learned a lot of this situation and became more reflective regarding the method of observing and our role as researchers in the field, before meeting with the other families. For instance, we changed our observation scheme in order to be clearer of what exactly to look at and how to document our observations.

When observing the three other families, our observation role changed according to the practices. In the supermarket, it was easier to hold the role of "passive participation" since the public space helped us blend in with other customers. Here, we followed the family with a notebook, our observation scheme and a pen, and everything they did or said was written down. In the families' private homes, it seemed awkward to maintain passive and not participate and even one of the mothers told us to "*say something*" as she found the silence awkward. The children likewise often directed their attention towards us and it would have been odd not to engage with them and in some cases, help them with their requests. When observing the practice of cooking, some of the families' kitchen interior allowed us to sit at a dining table beside the kitchen or straight outside the kitchen and observe. Again, we made use of our observation scheme and wrote down everything said and done. Sitting down and observing seemed rather natural compared to the first observation

with Family 1, where we were necessary to stand within the kitchen and observe, due to lack of table and chairs. Thus, our first observation was interrupted by our position in the kitchen and the practice of cooking therefore did not look like an everyday practice, and questions can be raised according to the validity of the observed data. The practice of eating dinner was observed differently. Two families allowed us to observe from distance, either from another room or from the couch in the same room. However, two families insisted that we participated in the dinner, even though, we were aware that our presence would interrupt their everyday practice of eating dinner, we felt a necessity to make the situation as comfortable for the family as possible, and therefore we decided to participate. When entering family's private homes with an interest in their everyday lives, it is important to not only focus on the methods, of interviews and observations, but rather to embrace the families lived lives in the given moments, in order to comprehend the social dynamics and flow in the household (Hansen 2016).

Processing Observation Data

As mentioned earlier, observation schemes were used during all three practices. As seen in Appendix 4-7, the schemes are divided into; *time, location, activity, material, saying, competencies* and *meanings*. The scheme changed within the process and at the first observation we did not have any schemes at all. During the second and third observations, we changed the scheme a bit here and there in order to make it easier for us to fill out while doing the observations. Since our research skills were improved each time we observed, it became clearer for us what to look for and how to produce the necessary data. Moreover, we felt a need to write down the actual location while observing in the supermarket as it made it easier to comprehend the data afterwards and therefore we edited the scheme and included a location block. We were challenged in the shopping observation, as we were 'on the move' while doing the observation and needed to take notes while walking among other people in the supermarket and still pay attention to the families being observed. This made the shopping observation slightly different from the cooking and eating observation as we in the private households, were able to sit down most of the time and take notes in our own pace, without distractions. The observation schemes not only facilitated our work, moreover, it gave us the opportunity to unfold the practice into the three elements, not to individualize each element, since they are and always will be interdependent, but to sketch them down in arranged order to later comprehend the coherences.

After conducting the data, it was processed by writing down all the observed notes into identical online schemes in a systematic order including each family with each of their three practices: shopping, cooking and eating dinner. These were printed and read through and discussed several times in order to refresh researcher's memories and likewise, to discuss our thoughts. Moreover, the schemes were applied as a tool to trace back to the given observation situation. Since the element meaning was difficult to observe in the given observation situation, we went through all the observed data afterwards and discussed it further by going through the interviews and comparing the two data sets with one and another. Again, as mentioned in the *Theoretical Framework & Discussion*, the three elements and their interdependence evidently came into expression and it became clear how they needed to be understood in a profound coherence. More of this will be seen in the analysis.

3.3.2 Interviewing

Since the aim of practice theory, is to grasp both the doings and the saying, it has been argued by several researchers, that participant observation is not enough. Therefore, the next section is an introduction to the method of interviewing and further reflection on how it has been utilized within this thesis. A central figure in the conceptualization of qualitative methods is Kvale (2007), whose main focus lies within the method of interviewing. Since he has been used within many previous investigations of us, a lot of his work is known by heart, and therefore also utilized within this thesis. A famous quote by Kvale (2007) is: "*If you want to know how people understand their world and their lives, why not talk with them?*" (Kvale 2007, p. 1), and this is the main reason why we have chosen to include the method of interviewing within this thesis - to understand people and their world, and to understand their practices. Two kinds of interview-approaches have been applied, these are presented in the sections "*Setting the Scene*" and "*Practice Theoretical Interview*" underneath. In general, semi-structured interviews, have been utilized during the collection of data, meaning that questions were prepared before meeting with the participants, but also new questions were constructed during the interviews (Kvale 2007).

The 12 steps of Spradley's, which end goal is to write an ethnography about the research, has been a great inspiration to us (Spradley 1980). Not all steps and considerations are going to be elaborated on here, since it would take up all the space as it is a world of its own. However, the choices towards

the types of questions is going to be briefly be elaborated on. Spradley is thematizing questions into three types *Descriptive Questions*, *Structural Questions* and *Contrast Questions*, all with different purposes. Many of the questions complement each other, and therefore all three types of questions have been applied. Descriptive Questions are how-oriented and at least one setting in which the informant (the person getting interviewed) is carrying out activities, has to be known by the researcher, e.g.: if we did not know the family was shopping in a supermarket, we could not ask questions about the supermarket. Structural Questions often requires explanations, so for instance “*which kind of vegetables do you eat?*” can be referred to as a Structural Question, whereas “*can you give me 5 examples of vegetables you ate last night?*” is a Descriptive Question. Contrast Questions are more abstract and analytical and are good to apply in order to understand the meaning of different elements. As stated by Spradley “*the meaning of symbol can be discovered by finding how it is different from other symbols.*” (Spradley 1979, p. 157). An example hereof, is when wanting to understand our families’ interpretation of healthy food, we often talked about interpretations of unhealthy foods. An example hereof, is the mother from Family 3, stating that: “[..] *It is okay to eat sauce and it is okay to eat meat with a lot of fat [...] as long as you do not do it every single day, and the portion has to be small [...]*” (Appendix 10, p. 14). This indicated, that healthy food, according to the mother, is something which is not meat with fat and sauce. When structuring our interview guide we were aware of which kind of questions to use and the aim of using them. This will be elaborated on within each interview-approach underneath.

Setting the Scene

In the start-up process of the thesis, interviews were conducted, in order to get inside into the world of vegetables, and to create knowledge about what is already done in the attempt to meet the problem of low vegetable intake. Three interviews were held with prospectively Dansk Gartneri (speaker for the vegetable producers) and COOP & De Samvirkende Købmænd (DSK) (speaker for the buyers and sellers of vegetables). Dansk Gartneri was interviewed due to their collaboration with many of the danish vegetable producers. This interview was used to get an understanding of the process of vegetables, how it is produced, transported and distributed. The interviews with DSK and COOP were utilized to get an overview, of how the vegetables enter the stores and what kind of attempts have been done to increase the sale of vegetables. Within these interviews, our role as researchers can be compared to the “traveler”, defined by Kvale (2007), whose main aim is to walk

around, talk with different people, ask questions and encourage them to talk about their everyday lives (Kvale 2007). All three types of questions were used, however, most of the questions can be compared to Descriptive Questions, therefore we hereby give some examples. Five major types of descriptive questions can be distinguished between, these are; *Grand-tour Questions*, *Mini-tour Questions*, *Example Questions*, *Experience Questions* and *Native-Language Questions* (Spradley 1979, p. 86). An example of two types of Descriptive Questions used within these interview, is hereby given: *Imagine a grand tour around a supermarket, where you are introduced to each section and further explained the reason behind the section*. This is the idea about *Grand-tour Questions*, where the informant is guiding you through a time, a space, an activity, an event or a history etc., and sharing related information. The main aim of these three interviews, was to be guided through each organization and get information about their work and interest in prospectively vegetables and consumers within Denmark. Questions like: *“can you explain the reason for this organization, your interest and what and who you are working with in the everyday life?”* were raised to remain as open as possible in order to get long explained. When focusing on the vegetables, *Mini-tour Questions* were used to focus on smaller experience, where question like *“which kind of relation do you have within your professional position?”* and we asked questions to let them guide us through a life of a vegetables within their perspective (Spradley 1979).

By conducting these interviews, we learned how purchaser at the head office of DSK and COOP, decides which kind of vegetables to buy for the stores. Then it is up to each individual store to order what they need within the available sentiment. We were taught about different campaigns, the stores made in attempt to increase the sale of the vegetables. The interviews with these three actors were used to guide us into the focus area of the thesis, and to make it clearer, how we as Integrated Food Students, can create an alternative research, compared to what already exists within the field. Therefore, we have chosen not to include the conducted data since no further interpretation of the materials have been made after finding the focus area. The interviews gave us a fundamental knowledge of the situation concerning vegetables, consumption and consumers within Denmark. Furthermore, we gained our pre-understanding that the practices of shopping, cooking and eating dinner is influencing the mother's vegetable intake. Therefore, the interviews guided us into the direction of the purpose of this thesis and helped us to realize how we, as student at Integrated

Food Studies, have the possibility to grasp this problem, and investigate this field in alternatives ways.

Practice Theoretical Interviews

With a practice theoretical approach, interviews were conducted with each individual family to raise questions towards the observed materials and to come closer to the meanings and competencies of the practices. The purpose of this was to get a deeper understanding of the meaning of the observed activities, to thereby understand the practices and how they influence the choices of eating or not eating vegetables. Before conducting the interviews with the families, an interview guide was developed in order to support the researcher with maintaining the focus area (see Appendix 12). As mentioned within the participant observation section, we observed Family 3 and identified the small kitchen and lack of room affected the practices of shopping and cooking. By including the observed materials in the interview, we were able to talk about how the materials affect the family. The mother indicated how much she is looking forward to make “*real oven food*”, because she feels inhibit by the lack of materials, to cook food she wants to cook. Also, she states that she does not want her daughter to participate in the cooking practice, since she would take up all the space in the kitchen, and likewise she could burn herself at the hot stove.

Semi-structured interviews were held, meaning that several questions were made beforehand (see Appendix 12), however, after each observation, several questions were added, to get deeper into the meanings and competencies of the families’ practices. The role of us as researcher within these interviews, can be compared to the “miner”, whose main aim is to dig after information (Kvale, 2007). As Kvale (2007) is stating it “*The knowledge is waiting in the subject's interior to be uncovered, uncontaminated by the miner.*” (Kvale 2007, p. 19). Instead of walking around talking with different people, as the traveler, we here search for something specific - an answer on “*How do the everyday practices of shopping, cooking and eating dinner influence the daily vegetable intake of single mothers with young children?*”. Some families required more professional interview skills than others - for instance within Family 2, the mother was very closed and did not want to share any information. When we tried to ask open-ended questions, she often answered with few words or with simple body language. Within this interview, we made use of many Descriptive Questions, since it “*takes the advantages of the power of language*” (Spradley 1979, p. 85). An example is the

question *“Can you describe the dinner situation from yesterday?”* (Appendix 9, p. 11). By asking her to explain a specific situation, it seems like it was easier for her to elaborate, since it did not require her to reflect much, but ‘just’ recap the situation. Due to the open structure of the question, it seems to make the mother answer more open and not just with body language.

Due to the age of the children (between 2-4 years), it was only the mothers who were interviewed. Since, we divided the roles between us as researcher within the practices, the researcher who was observing a certain practice, was also asking questions about the particular practice. This made it possible for the other researcher, not making the interview, to “take care of” or entertain the child while the interview was running to avoid distractions. This made the interview situation very calm and relaxed and gave the mother time to think about the questions and not worry about her child. This division of task were both seen as a benefit, but also challenging. The researcher not participating in the interview, did not know what has been talked about previously, therefore we raised some of the same questions twice. However, raising the same questions twice, just increased the validity of the answers as we then experience different interpretations of the questions and therefore more profound answers. Often the mother answered with other words than the first time, which gave us the possibility to get deeper into the understanding of their practices.

Spradley's (1979) three types of questions were seen to be a great input to the practice theory approach, due to their ability to dig after the meaning of certain statements or observed activities. As mentioned, Descriptive Questions is only possible to raise when having information about the families' activities. Due to our observations, these kinds of questions were beneficial and gave us the possibility to let the families elaborate and explain their doings and thereby create the saying of the practices. Five examples of different Descriptive Questions are hereby given:

1. In general, we asked many questions towards the observed situations. An example is the question: *“[...] You looked at a cucumber, took it in your hands to feel it, and looked at it. What is the reason behind this?”* By letting the mother explain this situation, she revealed a competence; how to identify a fresh cucumber (Appendix 10, p. 3).

2. *Native-language Questions* were raised to learn the “language” the Families. For instance, several families state that they are eating vegetables because it is healthy, and to understand their interpretation of health, we asked them to explain what “healthy” means.
3. *Grand-tour Questions* were collected and used to let the mothers give as many details of a certain practice as possible. For instance, according to the practice of shopping, we asked Family 4 the question: “*How do you usually organize your shopping?*” (Appendix 11, p. 1).
4. When families explained their everyday life into details, *Mini-tour Questions* as: “can you describe the reason behind this?”, were used to get deeper understandings of the families.
5. *Example Questions* were also used to get as much information as possible. Here questions are more specific and also leads to more interesting responds. Instead of asking the questions: “*What did you have for dinner?*”, which can be a difficult question to answer, due to some might forget what they have been eating. Therefore, we used this method and asked: “*Can you give three examples on favorite dishes you are making in your everyday life?*”. The question became more specific and so did the answers.

To capture the normality of the observed data, the question: “*Did you do something differently today, compared to other days?*”, were raised when talking about each practice. Even though we were trying to capture the everyday practices, we are aware of, that the observation day was not a normal everyday practice, due to our presence. By these questions we wanted the families to reflect upon and put words on, how it differed from the everyday practice. Ironically, all mothers started the sentence saying something like: “No, everything was as it used to be... beside...” and then several things were mentioned, which not made it look like an everyday practice. Therefore, the reliability and the validity of the data can be reflected upon, however this will be elaborated on further in the thesis.

As mentioned four families participated in total. Three of the families were interviewed straight after the eating practice ended. With the first family, the data collection was different, because, as mentioned, the transcendence experience with Family 1, made us mix the observation and interview in an unstructured accumulation. After collecting data with the other families, we decided to contact the mother again, to make a follow-up interview (only with the mother and not the son) - and this was seen beneficial. Even though the interview was held, 1,5 months after the observation

we got a greater insight and understanding of Family 1's practices and got the mothers word on the meanings of her activities, which answered many of our unanswered questions. The time gap between the observation and follow-up interview, had some consequences. For instance, it was hard for the mother to memorize, what exactly was said and done at the observation day. An example of this can be seen in the interview, where we were asking if she thinks, her son was eating as he normally would do. Where to she answers with a laugh: *"(Laughing). That i don't remember. Ask me what the child ate 1,5 ago..."* (Appendix 8, p. 16). However, since she informed us, that her living circumstance is still the same, as we assumed that her everyday practices have not changed significantly between the period of observation and the interview, we still believed that the data is valid and reliable.

Processing Interview data

After conducting our interviews, we started to process the data by applying different methods. All the interviews were recorded and shortly after conducted, they were transcribed in order to do it with a fresh memory. To record we made use of the "Memoer" (Application in our iPhones), which was an easy and useful tool. Since we are familiar with it we were able to upload the recordings online immediately without any complications. This gave us the freedom to concentrate on the interviews topics and dynamics and not worry about how to write down notes and quotations (Kvale, Brinkmann 2014). By recording the interviews, we had the opportunity to trace back and listen to the interviews, when ever wanted in our process of analysis. This gave us the possibility to discuss further what has been said and how it can be drawn into relation to the observation data. Each interview was transcribed by the use of an online transcribe program. Not all words said was transcribes. Words like "mmh" or "yes" said by the researcher are not included, only if they are seen to have an important role. Even so words like "mmm" said by the informants, indicating them thinking or memorizing something, is included, since this is a great way to show how much they reflected upon certain questions. The interaction in the interviews are not always apparent in the written transcriptions, likewise, body language and intonation remain hidden. But, for instance when laughter appeared to have an influence it was noted in the transcriptions, likewise breaks and hesitations were noted in order to comprehend the interviewees reactions during the interview. After transcribing the interviews, we individually went through the transcriptions and wrote down our own thoughts and reflections, according to both the observations schemes and the

transcriptions. Together we started color coding the transcriptions in five colors; materials, meanings and competencies (the three elements of the practices), change of practices and vegetables. We divided the transcription into the three practices, shopping, cooking and eating dinner. After color coding each practice, we wrote down key themes, which were seen to have an influence on the families' vegetable consumption. After color coding the interviews, we focused on all the chosen key themes, and cut out all sentences belonging to the same theme. This was the first steps done in order to begin the analysis.

After introducing our applied methods, and how the data has been processed, the next section serves to discuss upon our methodological considerations. In general, the choices towards the methods within practice theoretical studies, is well discussed, since there seems to be several different interpretations, and due to this, we are not able to cover all discussions. However, we have chosen to include reflections related to the methods we have considered and applied.

3.3.3 Methodological Discussion

When arguing for the potentials and challenges in using a practice theoretical approach towards studying single mothers' vegetable intake, a discussion towards methodological consideration it worth taking. The qualitative approach chosen during our research process has been well suited, as it has provided us with the opportunity to grasp the complexity of consumption in relation to low-income single mothers' vegetable intake. Likewise, the article, "*Domestic Dinner*" from the *state-of-the-art* section, suggest that a qualitative perspective may reveal the underlying complexities of the meaning that people bring to their consumption practices (Bugge & Almås 2006). Through our qualitative approach we have gained insight in how everyday life practices within families are carried out in one particular day. In this one particular observation day, the mothers choose to bring along their children during the practice of shopping. However, according to the mothers' statements during the interviews, only two of the mothers carry out the practice of shopping together with their child. This challenges our conducted data, as it does not represent two of the families everyday practice of shopping. As mentioned, it can likewise be discussed whether or not investigating only one particular day represents a general picture of the family's everyday lives? An ideal solution for us, could have been if we were able to follow the mothers for a longer period, in order to capture the everyday practices and their routinizations. However, due to the time frame, we have not been

able to do so, since this would leave us with an enormous dataset, which would be too time consuming to process. We believe that the validity and reliability of our dataset is strengthened due to our methodological approach - this will be further discussed underneath.

We have within the *state-of-the-art* included the study *“The risk of consumption. Environmental norms and consumer practices”* (Halkier, 2010) and introduced how the use of the qualitative method “focus group” was applied. Halkier has provided several studies with the methods of interviewing, both individual interviews, re-interview and group interview etc, however it can be discussed whether or not interview is a method able to capture the complexity of everyday life. (Coffey, Atkinson 1996) are favoring participant observation over interviews, since they claim that participant observation gives direct access to the actions, whereas interviews only gives access to account about actions. They state that: *“Interview data do not give us direct access to the details about naturally occurring interaction. They certainly do not give us access to how people actually perform a wide variety of daily activities.”* (Coffey, Atkinson 1996, p. 19). They further claim, that interviews do not include visual materials, which is an important element within the theory of practice. We (to some degree) agree within these notions - let us give an example of, which kind of data we would have been left with, if we only made use of the method of interviewing; Maria, Family 2, claims several times, that Maise does not influence her shopping practice, and that Maria is fully responsible for what is purchased or not. Moreover, she claims that she prefers to buy organic as much as possible. These notions would have left us with an interpretation of Maria to be an organic-purchaser and a mother who is controlling the situation and not getting influenced by her daughter. As known, we made use of two methods; interviews and participant observations, and due to the method of participant observation, we saw Maria passed by the organic shelf after finding all the (conventional) vegetables needed and only used a short moment looking in the shelf, therefore we interpret that Maria is not preferring to purchase organic, at least not that specific day. Further, we observed how Maise was controlling the practice of shopping and in the end decided what was purchased. This reveals, that by combining the two methods, we have increased the validity and reliability of our data set. The combination of these two methods are seen to be very beneficial within our thesis. However, as mentioned we have not utilized the theory of practice before, and even though the applied qualitative methods are well known, the approach towards applying the

methods in a practice theoretical approach differ. Halkier & Jensen (2011) highlights the importance of the researcher to reflect on the process of data-production and, due to our lack of further reflection in the process of interviewing, we were left with several frustrations, when processing the data. An example of this is when we ask: “[...] *Do you like to shop?*”. This leaves the interviewee, in this case Michelle, with a yes or no reply, which does not give us much to work with, as the meaning behind the response remains unclear. The interview with Maria, from Family 2, was our first interview conducted and our transcriptions revealed our lack of skills. Also, in this situation we asked far too many closed questions. The transcriptions lacked of in depth questions like “*why?*” and “*can you elaborate on that?*”. We rapidly learned from our mistake and in the three last interviews we made an effort in continuously ask “*why?*” and “*please elaborate*” to every phrase in order to gain the deepest response as possible. Moreover, Maria made us both feel insecure as she was controlling and bossy. She dictated us to eat together with them, though we initially told her that this was not possible. She managed to persuade us in the end. When moving on to the other interviews we, as mentioned above, took our mistakes into consideration and we improved our interviewing skills in order to strengthen our data set.

In relation to data processing, the process of coding the collected data indicates some challenges. Coding can create a distance from the data set and to us as researchers. Likewise, coding covers specific categories and underestimates the polyphonic meanings of the topic (Kvale, Brinkmann 2014, p. 263-262). An example of this could be if we had a theme focusing on e.g. *Timeframe*. Time could as well be an important theme and this would bring up different knowledge or information regarding low-income single mothers’ vegetable intake. By coding a selecting different theme, we exclude other topics and some information might get lost (Coffey, Atkinson 1996). During the process of coding we have selected what we have identified as most obvious and most crucial regarding the problem formulating.

To sum up our methodological considerations, it can be argued that the combination of interview and participant observation is seen to increase the validity and reliability of the data and has believed to improve us with many beneficial information’s. We have within our section of discussion elaborate further what would have been missed if we were not combining these methods.

4

Analysis

The section of analysis serves to gather all our data, unfold and thereby make further interpretations regarding our problem formulation. The first section of the analysis serves to introduce our analysis strategies, our process of coding the data and how we have categorized our analysis within themes. Followed by this, two of our sub-questions are unfolded, in order to come closer to an answer to our problem formulation. As known, we have divided the observations and the interviews into three everyday practices; shopping, cooking and eating dinner. Due to the dynamics of the social practices, we have not found it natural to divide the analysis into each practice, since the practices of shopping, cooking and eating dinner are highly related and influenced by other everyday practices.

4. Analysis

In order to answer our two sub-questions: *How are vegetables enacted within the families* and *what is the mothers' practices of shopping, cooking and eating dinner influenced by* - we have divided the analysis into separate sections. The first section *Families relation to Vegetables*, serves to answer how the families are enacting vegetables. The next section *Key Themes* serves to include the findings of our data in order to analyze what the three practices are influenced by. As mentioned, we have not divided the sections into the three practices, instead we have divided the section into the four themes, and further unfolded each theme, and supported it by including data. Since the study of consumption is seen to be rather complex, our analysis might seem to jump back and forth, and some aspects are included within more than one theme. However, for us this is a natural process, as the study of everyday practices is not just a straight pathway to investigate

4.1 Analysis Strategy

Before engaging in the analytical process of the collected data, we have below listed an overview of the data by referring to the included appendices, which frequently will be referred to during the analysis:

Appendix 4 Observation scheme, Family 1, Anne & Jack

Appendix 5 Observation scheme, Family 2, Maria & Maise

Appendix 6 Observation scheme, Family 3, Hanna & Agnes

Appendix 7 Observation scheme, Family 4, Michelle & Mads

Appendix 8 Transcription, Family 1, Anne & Jack

Appendix 9 Transcription, Family 2, Maria & Maise

Appendix 10 Transcription, Family 3, Hanna & Agnes

Appendix 11 Transcription, Family 4, Michelle & Mads

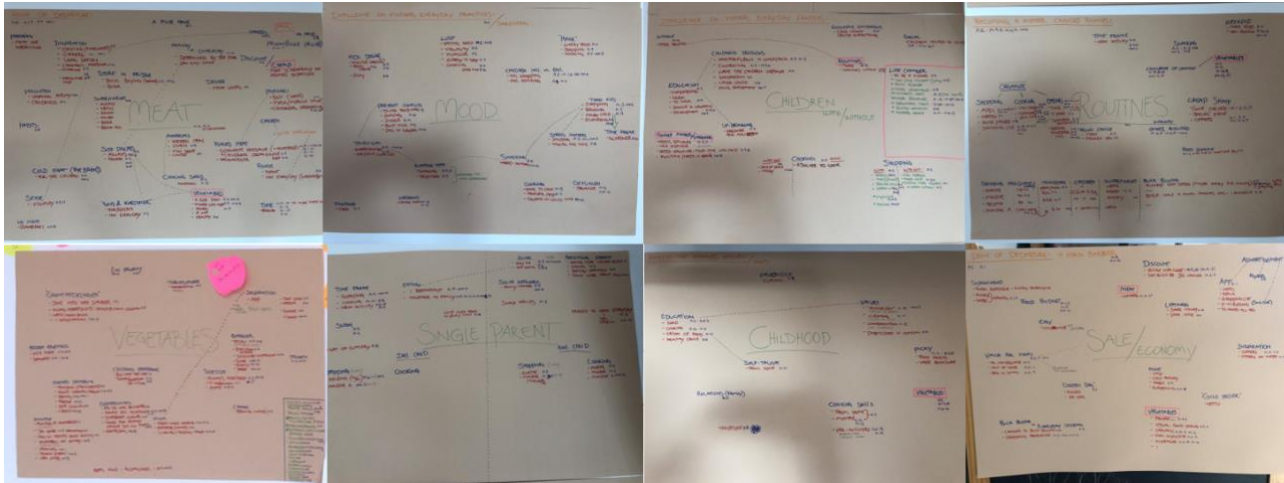
The process of data analysis is often claimed be one of the weakest described elements, since it can be complex to describe the exact strategies and/or methods applied in the data analysis process. Both experiences and intuitions can play a role in the analysis, and that is why it is important to further elaborate on the applied methods. In our process of data collection, we have had several

ideas to the *Analysis*, as our pre-understanding has influenced what we believe to achieve in respectively the interviews and observations. Our pre-understanding mentioned within the last part of the *Introduction*, is seen to always influence throughout the process of developing the thesis, as we cannot and we must not forget, that we initially possess some knowledge regarding the phenomena we seek to understand and investigate (Vallgård, Koch 2013).

The analytical process in this thesis follows three steps: coding, analysis and interpretation.

The first step of the analytical process, the process of coding, has been utilized already when processing the data, mentioned within *Data Production*. This can be seen as a pre-analysis, where we process the observation data and the transcriptions, in order to understand the doings of the families and to capture further meanings of the families' doings. Further, the transcriptions are color coded, into five colors. Three colors related to our theoretical framework of practice theory, in order to visualize the elements practices, consist of; competencies, meanings and materials and two colors visualizing whenever the word vegetable appears and whenever the mothers are seen to change their behaviors. The advantages of coding our data, constitutes a manageable dataset with an overview of occurring similarities and contradictions, and an overview of the generalization in between the mothers. With this overview, we are able to write down key themes and gather all the sayings and doings into a document of each individually theme, no matter which practice they belong to.

After gathering in total eight documents, consisting each individual of following themes: *Meat, Economy/Sale, Childhood, Children's influence on the mother's, Mood, Single Parenting, Routines* and *Vegetables*, the next step of the process: The analysis, started. Within this step, big posters for each individual theme is made, and further we gone through the related documents, analyzed and categorized all the sayings and doings in the aim to unfold each theme even more. We have chosen to include a picture of our posters to visualize the process, however it is important to highlight that they are used as a working tool during the process of analyzing and might seem a bit intimate and messy.



Picture 2 – Analysis poster

After making the posters, the last step within the analytical process started, the process of interpretation. With practice theory, as theoretical foundation, we started to interpret all the sayings and doings by relating them to the three elements; material, meaning and competence, and pinned out each element within each poster. This has given us the possibility to unfold the chosen themes even more, what they consist of, and how they are influencing the mothers' intake of vegetables. We have hereby been able to make further interpretations of why the chosen themes are seen to influence the practices of shopping, cooking and eating dinner, and why these are believed to influence the mothers' intake of vegetables. During our process of interpretation, we have realized that two of our themes; Single Parenting and Mood are seen to belong to the theme of Children's influence on the mothers. Furthermore, the theme Routines, seems to appear within all the other themes, since practices are routinized behaviors and therefore all the themes appear due to routines. We have therefore excluded the theme called Routines, and instead routines are incorporated during the whole analysis. This has left us with four themes; *Meat*, *Economy/Sale*, *Childhood* and *Children's influence on the mothers* (we have changed the name on the last theme), which has been included within the analysis. Our interpretations of the data, leadings us to the next section of the thesis, the analysis. The next section of the thesis includes all our interpretations of the gathered data.

4.2 Interpretation of data

As mentioned, our analysis is structured within our four identified themes. A short introduction to each individual theme, and why we find the theme relevant to highlight is given before each theme is unfolded underneath:

Meat - Is seen to be the main point of departure and a “must have” when deciding what to eat, and therefore also an element which is included within all practices. Meat is able to be minced with vegetables, to hide the undesirable taste of certain vegetables and meat is able to be served with side-dishes, often including vegetables. Due to meat, being the point of departure, it is seen to influence the mothers’ practices of shopping, cooking and eating dinner and due to meat, being served with vegetables, it is seen to influence the mothers’ vegetable intake.

Economy/Sale - is included as a theme since the mothers are categorized to be low-income, and due to this they are limited on economic resources. When investigating their practices of shopping, cooking and eating dinner, economy is seen to be a negative influence on the families’ vegetable intake. Additionally, sale is included since it is seen to be a positive influence on the families’ vegetable intake. Therefore, economy/sale is seen to influence the mothers’ everyday practices of shopping, cooking and eating dinner.

Childhood - is included since the mothers’ food habits are seen to be referred back to their childhood. The vegetable habit they have gained as children are seen to follow them into their adulthood, and therefore we see and importance in highlighting how childhood influence the everyday practices of shopping, cooking and eating dinner and the mothers’ vegetable intake.

Children’s influence on the mothers - is included since the children are seen to have an influence on the mother's practices of shopping, cooking and eating dinner. However, the mothers choose to either include or exclude the children within the practices, due to several meanings. When children are included in the practices the mothers seem to have a higher focus on vegetables, nevertheless, the children are seen to influence the mother physically and psychologically when carrying out the practices of shopping, cooking and eating dinner.

Each individual theme includes a sum up section, where we will elaborate further on the most important findings related to our sup-questions and related to our problem formulation. The two sub-questions which are going to be in interest within this section are:

- How are vegetables enacted within the families?
- What are the mothers' practices of shopping, cooking and eating dinner influenced by?

Since the study of consumption has been claimed to be complex, we find it necessary to include as much information about the families as possible. So, to investigate how vegetables are enacted, we have chosen to include the section *Families relation to Vegetables* in the beginning of the analysis, in order to give as much information regarding each families' relation to vegetables. These informations have been important for us to gather, in order to understand the meaning of eating vegetables, the mothers' knowledge regarding vegetables and how their practice of eating vegetables has changed throughout time. During the section of *Families relation to Vegetables* and the analysis of each individual theme, we keep referring to the appendices of transcriptions and the related page. Since we have worked with the data for months, we might seem a bit intimate and are almost familiar with each word said, by heart. Therefore, we find it necessary to refer to the given Appendix, to make it possible to find the whole quotation referred to. Further, the interviews are conducted in Danish and therefore we have translated the used quotations, not directly from Danish to English, but more understandable in a written language. We cannot neglect that we possess some kind of a cultural sensitivity when translating, however the main focus has been to ensure that the essence of what is saying is coming into expression.

4.2.1 Families relation to Vegetables

In order to understand how vegetables are enacted, we first introduce which kind of relations the mothers' have to the practice of cooking, since it seem to influence how they enact vegetables. Further, we dig deeper into the mothers' knowledge regarding vegetables, how they include them within their everyday life and meaning of serving vegetables. By knowing that practices emerge, persist and disappear, we have also made an effort in investigating if the mothers' relation to vegetables has changed over time, which is believed to influence how vegetables are enacted. In

order to prevent misunderstandings, we have chosen to divide the section into each family and follow up by making a sum up of how vegetables in general are enacted within our segment of interest.

Family 1: In general Anne likes cooking and finds it very “hyggeligt” to prepare food (Appendix 8, p. 10). In relation to vegetables she is very much fond of frozen vegetables and is only occasionally buying fresh vegetables if they are on sale or look good. Due to her economic limitations, she finds frozen vegetables affordable. The meaning of buying frozen vegetables is, that: “[...] *It is easy and cheap. And then I learned that the frozen vegetables are as healthy as the fresh vegetables.*” (Appendix 8, p. 4). When buying fresh vegetables, she is getting inspired by the look of the vegetables if it looks “fresh”. The mother further indicates that frozen vegetables are not ‘delicious’ and ‘beautiful’ compared to fresh vegetables:

Researcher: “Last time (referring to the observation day), you bought lots of fresh vegetables”

Anne: “But it was also because, it needed to be something... delicious. And there needed to be something ‘beautiful’ green.” (Appendix 8, p. 5).

However, questions can be raised towards her frequency of selecting and buying fresh vegetables, since she states that, when she buys fresh vegetables, she often makes use of the green bag offer. *“I found that Kvickly is offering vegetable bags. For 100 kr., you can buy a bag, consisting of broccoli, root crops and something similar. This I buy sometimes, and then we have food for almost for two weeks”* (Appendix 8, p. 3) - this notion reveals that she does not pick the vegetables herself but is instead purchasing a bag of pre-mixed vegetables. No matter what, the (frozen) vegetables are served at everyday dinner and are often served as a side dish to meat. Anne, Family 1, is not seen to possess the competence of knowing why vegetables are believed to benefit, due to the notions:

Anne: “Vegetables do also have many great opportunities, which is helping the body.”

Researcher: “Where do you have this knowledge from?”

Anne: “My dietarian. And then I make sure to snack during the day. In the good way.”

Researcher: “What do you mean about the good way?”

Anne: "I am snacking the healthy snacks. Vegetables and fruit or whatever I have in the given situation."

Researcher: "What does it mean to you, that you are able to do so?"

Anne: "It make sure that I can keep going. Instead of bonking or something similar (referring to "gå sukkerkold")" (Appendix 8, p. 11).

In general, she is having a hard time explaining herself, and since she is not giving further explanations of vegetables nutritional values and benefits, she does not possess the fully knowledge of why vegetables ideally need to be incorporated within the everyday dinner. Her meaning of eating vegetables is only because her dietarian has recommended her to do so. Moreover, Anne has not always seen to possess the practice of eating vegetables, as she states that she has changed her practices towards eating vegetables align with the practice of becoming a mother (Appendix 8, p. 7). Again, we experience that she is having a hard time explaining the meaning of eating (more) vegetables since she became a mother:

Anne: "After I became a mother. It has change remarkably."

Researcher: "What is the reason for that?"

Anne: "Because before I only have myself to think of"

Researcher: "How do you think differently now?"

Anne: "Before, there was not any food budget, but there is now. And by time, more and more vegetables are incorporated within the dinner"

Researcher: "What is the reason of including more vegetables?"

Anne: "I have not always been eating many vegetables before becoming a mother. But now more vegetables are included."

Researcher: "Do you know why?"

Anne: "Before it was just easier, when being alone, to buy a frozen ready meal or something like that." (Appendix 8, p. 7).

Within this conversation, she is only referring to the food budget, to be the main reason for more vegetables now. And again, no further meaning is attached to the practice of eating vegetables.

Therefore, we have interpreted that within Family 1 vegetables are enacted as something, which needs to be frozen, and not necessarily 'beautiful' or 'delicious'. Further vegetables are enacted as something which needs to be on sale in order for the family to be able to buy vegetables. Vegetables are enacted as something, which needs to be included within everyday life, since the family is capable of being satisfied, by something which is affordable for them. Vegetables further needs to be included, due to the existence of the food budget and because Anne's dietitian told her to include vegetables.

Family 2: In general Maria, express that she "hates" standing in the kitchen, and she "hates" preparing food (Appendix 9, p. 13). In relation to vegetables she is combining both fresh and frozen vegetables and also within this family, vegetables are a must have within everyday dinner. Maria is very picky regarding vegetables due to taste. She has always been picky and normally she prefers the popular vegetables. When talking about vegetables she mentions carrot, potato, salad, cucumber, tomato, beans and broccoli inform of frozen vegetables, all vegetables which has been identified by Landbrug & Fødevarer (2017) to be popular vegetables, meaning those who are included in the majority of families and the ones most purchased. Regarding Marias choice of vegetables, following has been said:

Maria: "It is important for me, to get, as far as possible the cheapest, but I will not make further compromise with the food I am going to buy."

Researcher: "Why not?"

Maria: "It is something which I am going to eat. It is something my child is going to put into her body. So, it may be organic if it is cheap" (Appendix 9, p. 3).

However, contradiction with the doings and sayings appeared - when observing the family during the practice of shopping, Maria is passing by the department of vegetables, quite fast. She grabs what is written on the shopping list, conventional vegetables, without comparing the prices between conventional and organic vegetables. After finding all the vegetables from the shopping list and before leaving the department of vegetables, she passes by the organic shelf, and looks for no more than 10 seconds and moves on. If Maria prefers to buy organic vegetables when it is cheap,

we would expect her to compare the prices, or at least look at both assortment before grabbing what was needs. This doing, tells us that Maria this specific day, did not prefer to buy organic if it was cheap. Questions can then be raised towards her sayings, if she only says that due to our presence, since she wants to appear as an organic-buyer if possible or if she does not choose to buy organic the day we observed her.

Moreover, Maria is not seen to possess further knowledge of why vegetables benefit, this has been interpreted from following conversation:

Researcher: "Are you always including vegetables in the dinner, or only occasionally?"

Maria: "Always... Always"

Researcher: "Why is it important for you?"

Maria: "It is important for me to eat vegetables"

Researcher: "Why is it important?"

Maria: "I exercise a lot, and that is why I need vegetables. Further, it is important for me that she is learning to eat vegetables - and learning that vegetables is an important part of the dinner. The dinner should not only include sauce and potatoes." (Appendix 9, p. 13).

In the attempt to let Maria put some word on, why vegetables are important, she only refers to the notion that she exercises, and this notion reveals that one of the meanings for Maria to eat vegetables is due to the practice of exercising. Further, she reveals that another meaning for her is to educate her child in eating vegetables, so that she learns that vegetables belongs to the practice of eating dinner. The reason for this, might be due to Marias own childhood, since she claims that she is very picky regarding vegetables, due to the reason that she never ate vegetables when being a child (Appendix 9, p. 7). Maria did not mention it herself, but she might, unconsciousness put a value in learning Maise to eat vegetables because she, herself was not taught when she was as child. When asking if she is thinking a lot about what she is cooking for Maise, she answers:

Maria: "I do appreciate that it is healthy. Of course, we have can have an "off-day", where we are eating some sauce and something nasty, but that is how it is. We have vegetables on the table everyday."

Researcher: "This means, that eating vegetables is defined as something healthy?"

Maria: "Yes, I think so [...]" (Appendix 9, p. 10).

Due to Maria's often unstructured practice of shopping in combination with her pickiness, she is believed to always end up buying the vegetables she is familiar with. Despite her being picky and only purchases popular vegetables, Maria see herself as competent in relation to cooking vegetables and do not have further challenge in preparing vegetables. In general Maria sees herself as being the one inspiring her friends in relation to prepare and which kind of food to eat (Appendix 9, p. 8). We have questioned these notions, since Maria reveals that the mainly reason for her to eat vegetables is Maise, and when Maise is not present she does not eat vegetables. On combination with the notion that she "hates" standing in the kitchen, we are having a hard time imagining her being a sort of trendsetter.

Throughout time Maria has changed her practice of eating vegetables after given birth to Maise. This has been exposed due to the notion "[...] *We have vegetables on the table everyday.*" (Appendix 9, p. 10). However, in contrast when Maise is not present within her practice of eating dinner (due to Maise being at her father's place), Maria reveals following:

Maria: "Then I am not eating. I have a friend who is calling and asking me to come by and eat some food. She knows that I am not eating when Maise is not home."

Researcher: "What is the reason for this?"

Maria: "Because I do not want to cook food just for me. Then it is easier to eat something like yoghurt with fruit or something similar."

Researcher: "But, you must be hungry?"

Maria: "Yes, then I can eat some rye bread or something similar" (Appendix 9, p. 13-14).

This means that when Maise is a part of the practice of eating, Maria is getting vegetables, but if Maise is not present Maria is not eating food, meaning she does not eating vegetables, and by this we have interpret, that Marias practice of eating vegetables has changed and still changes in relation to the presence of Maise.

Within Family 2, vegetables are enacted as being something healthy, which is a must have when carrying out the practice of exercising and a must have when Maise is present (even though Maria states that Maise does not influence her eating habits). Further, vegetables are enacted as something being able to educate the child with the aim of learning that vegetables are a part of the everyday dinner.

Family 3: In general Hanna likes to cook and appreciate making food (Appendix 10, p. 11). Regarding vegetables, she is primarily referring to fresh vegetables during the interview, and likewise she only served fresh vegetables at the observation day (Appendix 6). Hanna is very picky regarding vegetables, mainly due to consistency but also because of the taste. Due to this, Hanna is limited on what to purchase and how to prepare the vegetables, since she does not like them mixed too much. In general Hanna is interpreted to possess some kind of knowledge regarding vegetables comparing to the other mothers, even though she states that: “[...] *I do not possess great knowledge regarding vegetables*” (Appendix 10, p. 14). She claims that vegetables consist of lots of proteins and that they are defined to be healthy. Further, we observed her spending lots of time within the vegetables department, checking the vegetables by touching them, feeling them and looking at them. The meaning of doing so, is:

Hanna: “It is because I have learned, that if they are too soft, then they are not good. So, I am always feeling and touching. Also, because I have experienced that they last for longer time. And then I think, especially with vegetables and also fruit, are flaccid ... It just need to be fresh.”

Researcher: “So freshness means something for you?”

Hanna: “Yes, I spend a lot of time, when buying vegetables, to find the correct one [...]” (Appendix 10, p. 4).

Both the observation and the interview reveal that Hanna is competent in quality checking the vegetables she is going to purchase, with the meaning of getting vegetables tasting good and lasting for long time (Appendix 6). Furthermore, she is very critical, because if she finds just one e.g. cucumber to be a bit moldy, she do not buy any cucumbers at all, and is instead buying the cucumber in another supermarket. The reason for her possessing knowledge regarding vegetables and

competence to quality check vegetables, might be due to her past practices carried out. As mentioned within the introduction of Family 2, Hanna has attended a lifestyle change course at “Diætisthuset” and has had a Personal Trainer. Due to these practices, she has changed several practices since she has become more competent in preparing food. Further, she gained knowledge about healthy food choices and learned how to cook low-calorie food. By attending the lifestyle course and exercising with a Personal Trainer, she changed her eating habits, and we therefore believe that she has changed her vegetable habits. Since the other mothers are seen to change their practices due to the birth of their children, we had following conversation with Hanna:

Researcher: “Have your eating habits and routines changed since the birth of her?”

Hanna: “Yes, I think much about that it has to be healthy and varied. Compared to, when I did not have her, you could say; yes, okay .. I’m just tired ... now I do not ... so I’m just doing something fast”

Researcher: “And is it mainly due to her presence that you think...”

Hanna: “...Yes, but also due to my own situation. Because I need to lose some weight as well... But it is primarily due to her.. And yes - it is also for her sake since I want to be there for her the rest of my life and be able to participate within her activities.” (Appendix 10, p. 18-19).

This reveals that the meaning for Hanna to eat more healthy and varied food, is to be a mother for Agnes who is able to participate within Agnes’s activities. Further, Hanna explains how she, several years ago, was “trøstespis” (compulsive eating), and that she now is trying to get a healthier relation to food. In general, we have interpreted that Hanna’s relation towards vegetables has changed, not only due to the presence of Agnes, but also due to other activities. However, Agnes is a great factor for why she keeps focusing on eating healthier and varied. Hanna states that she within the future is attending a course at “Diætistens Hus”, with the aim of increasing her knowledge regarding proteins, carbohydrates and fat, and how to link all these nutrients in order to have a healthy diet. Due to all these notions, we have interpreted that vegetables are enacted as something healthy, which is needed almost every day. Not only for the sake of Agnes but also for her own sake since she wants to be there for Agnes. Hanna is the only mother reflecting upon vegetables related to her own health - which made us interpret her as one who is reflecting upon the future. Further,

vegetables are enacted as something which needs to be including, all most everyday, and due to her lack of materials and small-sized kitchen, vegetables are right here and now enacted as something which has to be easy to prepare, and not take up too much space (this might be the reason why Hanna is not shopping bags of frozen vegetables, because she does not have the storage for them).

Family 4: In general Michelle, does not seem enthusiastic about cooking, she thinks it is 'fine' but not something she wants to do every day. Regarding vegetables, she is prioritizing to include vegetables within everyday dinner and is the only one referring to alternative vegetable products, such as "plantefars" (minced vegetables). Since Michelle claims that she does not care about what is served, she is not having many further reflections regarding vegetables, and the practice of eating vegetables might seem a bit coincidental. Michelle is not referring to any specific vegetables eaten, but mentions carrots, since they are easy to mix within the Spaghetti Bolognese. No matter what, she is claiming that she and Mads likes all available vegetables. When asking about her choices towards vegetables she answers: *"I would like to buy organic vegetables, but it depends on the price. If it is only few kr. more expensive I can buy it, but if not, I will not but it."* (Appendix 11, p. 6) and this notion seems to be the only reflection Michelle has regarding the choice of vegetables. Michelle seems to possess some kind of knowledge regarding vegetables, due to the notions:

Researcher: "[...] are there other factors you have in mind when shopping food?"

Michelle: "Ehm, I prefer the products to be healthy. It is no always I succeed in buying healthy products, but as healthy as possible."

Researcher: "What do you mean about healthy?"

Michelle: "Ehm (A small thinking break), There must be a couple of vegetables at least, and not too much fat."

Researcher: "Yeah, why?"

Michelle: "Mmh because I think it's nice that there is a little bit of vegetables, so there is some vitamins and something like that"

Researcher: "Is it something you have learned during your childhood?"

Michelle: "No, the reason for including vegetables is due to me start exercising a lot. Then I was eating very healthy in a period, compared to what I am doing now."

Researcher: "Okay what is the reason for this?"

Michelle: "Because, it has to suit the workout, and I needed the right energy and not too many carbohydrates." (Appendix 11, p. 1-2).

This reveal, that Michelle knows vegetables consist of some vitamins, and that they are healthy. Further, she states as Michelle from Family 2, that vegetables belong to the practice of exercising. So, the practice of eating vegetables is depending on the practice of exercising - again a great example of the dynamics of social practices. Michelle's lack of motivation and passion regarding cooking and preparing food, is reflected within her selection of food. We have further interpreted, that one reason for her lack of motivation and passion to cook and prepare food, might be due to lack of competencies and as she also mentioned lack of creativity. Michelle claims that her lack of creativity is influencing her cooking skills within the kitchen, which also reflects her practices of shopping, cooking and eating vegetables. Since Michelle started to exercise, with the meaning of getting rid of her "mommy-body", she became aware of eating healthier, by eating more vegetables and not too many carbohydrates. However, Michelle states that it is only within periods she is exercising a lot and thinking about what she is eating. In general Michelle seems to differ from the other mothers, since they state that they care much about what they are serving, whereas Michelle expresses following, when asking if she has changed her food habits throughout time:

"Yes they have. I do not care about what we are eating for dinner. It just have to be easy, and it have to be cheap, and something he likes, and then it is good if there is some kind of "nutrition" within the dinner." (Appendix 11, p. 10).

Within this notion contradictions appears, because she reveals that she does not care, but she still has some preference related to the food: It needs to be easy, it needs to be cheap, Mads has to like it and there needs to be some good "nutrient" within the food, which has been interpret as something which will satisfice them, and consist of vitamins and not too many carbohydrates. Even though, she does not care, her demands for the food served still exclude particular food products.

For instance, she reveals that she really likes root vegetables within the oven, but due to time it is not easy to make, and therefore she is not making them.

Within Family 4, vegetables are enacted as being something consisting of vitamins and it often saturates a bit more, compared to carbohydrates. Furthermore, vegetables are enacted as something which needs to be included within the practice of dinner, and in the practice of shopping it needs to be as cheap as possible, and in the practice of cooking it needs to be as easy and non-time consuming.

In the previous sections, we have highlighted how vegetables are enacted within each family. With this knowledge in mind, we now know the standpoint of the mothers regarding their knowledge of vegetables and their intake of vegetables. We now know, that all the mothers want to include vegetables within their everyday dinner. A very interesting knowledge gained, is that vegetables are included within the mothers' everyday life, due to the existence of other practices – this creates the dynamics of the social practices. This will be further elaborated upon during the rest of the analysis, and within the *Discussion*. The next sections aim to unfold our four identified themes, but first a sum up of how vegetables are enacted.

Summing up how vegetables are enacted

We have introduced how each family are enacting vegetables, which kind of meanings the mothers possess in relation to eating vegetables, and how their intake of vegetables has changed. This is done in order to get a deeper understanding of each mother's relation to vegetables. We are now able to make a general discussion and conclusion about how vegetables are enacted within each family and further, discuss how the enactments of vegetables is believed to influence their vegetable intake.

In general vegetables are enacted as something, which has multiple existence, this means that vegetables are not just vegetables but are rather complex. This notion we want to unfold underneath:

- Vegetables are enacted as something, which are healthy due to the 'norm' and due to social relations, and not to the nutritional value.

- Vegetables are enacted as something, which are able to categorize the meal as being healthy or unhealthy. If vegetables are not included within the dish, the meal is enacted as unhealthy, but if they are included the meal is healthy. Due to vegetables ability to be healthy all the mothers are eating vegetables, and vegetables need to be included (as much as possibly) within everyday dinner situation, due to the mothers' demand for a healthy dinner. However, the practice of eating vegetables is heavily reliant on other practices, for instance, the primary reason for the mothers to eat vegetables is due to the practice of being a mother. They all mention, that before the birth of their children, they did not include vegetables within their everyday dinner. This means that the practice of eating vegetables depends on the practice of being a mother. Further, the existence of the practice of eating vegetables is due to practices like exercising or meeting a dietarian, meaning that the existence of the practice of eating vegetables, depends on engagement within other practices. This creates the dynamics of the social practices which is going to be discussed further within the *Discussion*.
- Vegetables are enacted as something, which are able to be expensive and cheap. If they are cheap they are affordable for the mothers, due to their limited economic resources and they are able to inspire the mothers to purchase different kinds of vegetables. If they are expensive they are not affordable and the mothers are not able to be inspired by vegetables.
- Vegetables are enacted as something, which are both able to be visual and non-visual. If vegetables are not preferred by their children, they are able to be hidden within a dish, but if they are likeable by the children, they are able to be visual arranged on the plate.
- Vegetables are enacted as something, which needs to be consumed together with other food items, and not only by itself - at least within the dinner situation. This means that the practice of eating vegetables, generates the practice of eating other food products at dinner.
- Vegetables are enacted as something, which gives the mothers value for money. However, this only concerns the vegetables, which the mothers are familiar with. Due to their economic limitations, the mothers are often purchasing the same variations of vegetables since they are familiar with the taste of them, and they know how to prepare and include them within the dinner.

- This also means that vegetables are enacted as something, which are able to be delicious and taste good and therefore satisfy the mothers, but also something which can be unlikeable and therefore not able to satisfy the mothers.

Again, vegetables are enacted as something, which has a multiple existence, and therefore it is important for us to understand how vegetables are enacted since this section shows that a vegetable is just not a vegetable. We are therefore able to conclude that vegetables have multiple existences, and therefore the study of vegetable consumption is complex. However, by getting the enactments visualized we believe to come closer to an answer on how the practices of shopping, cooking and eating dinner is influencing the low-income single mothers' vegetable intake.

4.2.2 Key themes:

As mentioned in the introduction of our analysis, we have not chosen to divide our analysis within each practice, but instead we have interpreted four themes, which are seen to highly influence the mothers' practices of shopping, cooking and eating dinner. This is one of the sub-questions we have stated to investigate in order to come closer to an answer of our problem formulation. Each theme is introduced and unfolded underneath. We are interpreting why we have chosen to include this specific theme, and at the end of each theme we end up by making a small sum up in order to comprehend the main point of over interpretations.

Meat

The reason for including the theme called meat is because meat is the most important element for all the families, to incorporate within the dinner, and therefore meat is often present within the practice of shopping and always presented in the practices of cooking and eating dinner. Meat is not just meat, but is enacted; as inspiration, as weekend or everyday meat and as unhealthy and healthy meat. These will be unfolded underneath.

Meat as Inspiration

According to three out of four families, meat is the main inspiration for what to eat. When asking the question "*What are you inspired of within the supermarket*" the families' answers: "*Great meat offers*" (Appendix 8, p. 1), "*It could be the meat... ehm... Delicious marinated meat*" (Appendix 10, p.

7) and “*If there are great offers of meat*” (Appendix 11, p. 1). This indicates that meat, is often their point of departure when shopping and therefore generates the practice of shopping meat. The meaning of buying meat is according to Anne, Family 1 and Michelle, Family 4, to get great offers. The meaning of buying meat on offer, is due to their limited amount of money, which then gives them the possibility to get as much meat as possible for a minimum amount of money. To do so, requires some competencies, for instance Anne possesses the competencies of hunting offers. During the interview, she is telling us how she is going to a town nearby, to get a certain kind of meat as cheap as possible. Michelle, is telling how she, during her practice of shopping, calculates the kg prices on the available meat, to see which kind of meat to buy, to get the cheapest. The practice of shopping meat it also carried by Hanna, Family 3, who claims, that she once per month, is going to Bilka (a large supermarket, suitable for families, due to its offers on big packages) to by big packages of meat for hardly any money. However, the practice of going to Bilka, requires some materials which she does not have, and therefore Hanna, is during the interview, indicating how inhibit she is in bulk buying, do to her lack of storage. As mentioned in the introduction of Family 3, they live in a one-room apartment, which only consist of a small kitchen, where many alternative materials are to be found, such as a transportable stove and transportable oven. Further, they only have a small refrigerator, which contain a small 18L freezer. Therefore, Hanna finds it difficult to bulk buy especially big packages of meat, since she is not able to store many packages in the refrigerator or freezer. However, due to her possibilities to borrow a car from her parents and some room at her sisters’ freezer, she is able to carry out the practice. This indicates that she is, due to her social network, able to carry out certain practices.

Habits are also seen to influence why meat is always included. Michelle, indicates that “*[...] I just think it is a habit, that meat is always included within our dishes*” (Appendix 11, p. 11). However, she is open for alternative meat products, since she claims that she is thinking of removing the meat with another material namely “plantefars”, but she is in doubt if she “*dare to*” (Appendix 11, p. 11). Questions can be raised, if she possesses the competence to prepare “plantefars”, or the lack of competence might be the reason why she does not “dare” to try it. Or as mentioned within *Families relation to Vegetables*, her lack of motivation to stand in the kitchen, might influence her willingness to try out alternative products.

Nevertheless, meat is enacted as something, which is able to inspire the families, regarding what to purchase, what to cook and what to eat.

Everyday Meat or Weekend Meat

When talking about the material meat, several types of meat has been mentioned. Chicken, roast and minced meat are mentioned within all families, as these are the most common selected meats. Meat does have several meanings as either being “everyday meat” or “weekend meat”, which is defined by other practices, other materials, the required time and the meaning of the meal. By expressing that meat can be prepared differently, all the mothers are believed to possess the competencies of making “everyday meat” and “weekend meat”.

The meaning of meat as being “everyday meat”, is to buy inexpensive meat, which is easy to prepare, it is non-time consuming, and it is preferred by the children when eating dinner. This requires some competencies in form of know-how which kind of meat to buy, that does not require too much preparation. It requires competencies to know-how to prepare the meat in the less time-consuming way, and to mix the meat with other desired materials (since the mother prioritize to serve more than only meat). Let us give a specific example of our interpretations:

When asking about three examples of their favor everyday dishes, all families state that “*kødsøvs*” (minced meat), in most cases as a Spaghetti Bolognese, is a part of their everyday rituals. The Spaghetti Bolognese dish demands, according to the mothers, few cooking skills. Mostly minced meat is included in the dish and the dish allows to include hidden vegetables if the person making the dish possess the required competencies, which all the mothers do. The dish is able to be made without advanced materials as certain kitchen equipment, one or two saucepans and a spoon can do it. Moreover, it is a popular dish in between the children and therefore also the mothers, since one of their meaning of cooking dinner, is to get their children to eat it as well. Spaghetti Bolognese is one example of “everyday meat”, a dish which all the mothers possess competencies to cook, and a dish which is preferred by the children.

The meaning of meat, interpreted as being “weekend meat”, is to buy meat like roast or meat included in casseroles, which are perceived as luxury food or something which is more time consuming compared to “everyday meat”. An example of this is indicated by Anne from Family 1, who states that: “*It is not everyday... at least not in our budget... that we are eating oksecuvette or something like that. It is something very prestige, like luxury food*” (Appendix 8, p. 3). This is a great

quote, showing how elements are interdependent: The amount of money available (materials), is creating the meaning of the "oksecuvette" [thick flank of beef], and due to the availability of the materials, Anne is able to purchase the "oksecuvette", which then requires some other competencies to be prepared, compared to a Spaghetti Bolognese. Due to minimum appearance of money, the meaning of the meal is interpreted to be a luxury food, which generates "hygge".

Referring to time, Maria, from Family 2, states that *"Within everyday life I don't make casseroles or roast, or something similar, since it requires time"* (Appendix 9, p. 11), meaning that casseroles or roast as enacted as "weekend meat". Michelle, from Family 4, indicated how she is not having time within everyday life, to make "real" food, which according to her is defined as being oven-food (she gives the example of root vegetables within the oven), which she really likes, but does not have the time to make (Appendix 11, p. 13). Further reflections and discussions according to time have been made by the researchers, because does a roast or casseroles, "weekend meat" so to say, actually require that much time, compared to "everyday meat"? Or is it due to lack of competencies, or know-how, to prepare "weekend meat"? We think the answers lies within the interpretation of the word "time". The mothers are not referring to preparation time, meaning how much time they are spending on standing in the kitchen preparing the food. Because, when making a roast, much of the preparation is done by the oven, meaning that you do not necessarily need to stand in the kitchen for long time. However, we think that the mothers are referring to time in form of a timeframe. They all have a specific time, where they need to eat, due to their childrens bedtime, and this is the reason why they interpret that "weekend meat", requires too much time, since they are not able to prepare the food, in between the other practices.

The mother, from Family 3, is opposite the others seeing the potentials in "oven-food" within the everyday life, since she states that: *"[...] I love something that I can just plug in the oven, and then it can just 'take care of itself'"* (Appendix 10, p. 15), and thereby this gives her the time to play with her daughter. Due to Hanna's practice of studying from home, she is able to prepare some of the food before she picks up her daughter in kindergarten, or she is able to pick up Agnes earlier than the other mothers. This gives her more time to the practice of cooking "weekend meat" within the everyday, compared to some of the other mothers. Due to more time during the day, she loves making oven-food, since it gives her more time with her daughter at the afternoon. An example of how another practice (the practice of studying) are influencing the practice of cooking - a great

example of the dynamics of social practices and how they are interdependent. Within Family 3 other materials, or the lack thereof, are also seen to influence the selection of “weekend meat”. Due to their lack of a full kitchen, a normal sized oven and hot stove, the mother express during the observation that she is looking forward to make real oven-food and is here referring to the example of a roast (Appendix 6). Due to lack of materials, Hanna is only able to make “everyday meat”, requiring less time and less equipment’s. Since the mother feels she only has the possibility to cook meat which does not require too much space, and certainly not in the oven (since she only has a small sized transportable oven) her choices towards the meat is inhibited hereby. As she states when asking which kind of challenge, she faces during cooking: *“It is often the same dishes going again. Including chicken, and it is the same, including minced meat and it is the same [...] because this is what I am used to make [...] and that is the easiest choice”*. Her meat repertoire is smaller than the others, due to her lack of materials (Appendix 10, p. 14). However, not only does the materials influence her food choices, but it is also believed to inhibit her cooking competencies, since she is not able to, for instance buy a roast, she does not gain competencies to prepare it due to the lack of materials. This notion is a great example of how important materials, meanings and competencies can be in carrying out certain practices, and how some practices might be deselected due to lack of materials.

Unhealthy Meat and Healthy Meat

Meat is just not meat but is enacted as something healthy and something unhealthy. Since the families do not only eat meat, it always includes a side dish, and this side dish change the meaning of the meat, as either being something healthy or something unhealthy. Since all the mothers prioritize to cook healthy within everyday life, some of them define healthy food to not consist of “sovs” and something similar. When asking the question: *“What does a healthy meal consist of, according to you?”*, Hanna, Family 3 answer: *“To think about how much you eat and also to ensure that there is something healthy, well vegetables or something. Not so fatty. It is okay to eat sauce and it is okay to eat meat with a lot of fat [...] as long as you do not do it every single day, and the portion has to be small [...]”* (Appendix 10, p. 14). Further, she states that Agnes prefers to eat big beefs, with fries and sauce, which according to her, is unhealthy and something she cannot eat everyday (referring to her weight which she wants to reduce), therefore Hanna is replacing the side dishes with salad and tzatziki, which then makes the meal healthier (Appendix 10, p. 13). Maria,

Family 2 was answering following *“I do appreciate that it is healthy. Of course, we have can have an “off-day”, where we are eating some sauce and something nasty, but that is how it is. We have vegetables on the table everyday.”* (Appendix 9, p. 10). By these quotations, we have interpreted that the meaning of meat which is served with vegetables is categorized to be healthy and can be served as an everyday dish. Meat served with sauce and potatoes is being referred to, as something unhealthy, and is therefore only served occasionally. Further, we interpret that the mothers are judging healthy or unhealthy foods by the dish being served, and not by the produce involved, which is resulted by a lack of knowledge.

Even though none of the mothers are mentioning meat when asking about what a healthy meal consist of, we interpret that the meat is still enacted as unhealthy or as healthy meat.

Sum up of Meat

We have seen, that meat is a material, which influence the mothers' everyday practices of shopping, cooking and eating dinner, since it is the mother's' point of departure and always including within all the practices. We have argued how meat is just not meat, but is seen as something eaten everyday, which is defined as something healthy and something which is eaten within the weekend, defined as something unhealthy. However, meat being healthy or unhealthy depends on the side dish served. Meat is used as an inspiration of what to eat, and especially meat on sale, is seen to be the mothers' favorite. The practice of shopping meat, cooking meat and eating meat requires some competencies, materials and meanings, which all the mother possess - this might be the reason why it is always included within all practices.

Economy/sale

The reason for including a theme called Economy/Sale is since economy in form of money and a limited amount hereof, is seen to be a material, which influence all the three practices of the mothers and due to its limited existence, the money creates certain practices. The meaning of sale (also referred to as offers) is highly influencing the mothers' practice of shopping, and for some of the mothers, sale generates the whole meaning of carrying out the practice of shopping (apart from shopping food items). Due to these notions, we have interpreted the theme *Economy/Sale* to influence the practices of shopping, cooking and eating dinner.

The Practice of Shopping for Offers

Due to our segment, low-income single mothers, our research is established on the initial hypothesis that the families are limited on economic resources, however during the process of analysis we have been surprised how much their economical limitation influence their practices of shopping, cooking and eating dinner. When asking what, the families are inspired of within the supermarket, three out of four families answers by referring to offers. When stating the term offer, we are referring to offers within the different stores, an example is Netto's "gule priser", which is referring to products on sale. Some families value offers even more than others and for those, the meaning of shopping is to purchase products on sale. Due to Family 1's economic situation, Anne is a carrier of the practice of shopping for offers. The meaning hereof, is to purchase only food items on sale because she cannot afford anything else. This was seen within the observation, where she started out by saying that they were going to purchase fish for today's dinner (Appendix 4). But, since the store did not have any fish-offers, and since the family only purchase sale-items, Anne (in collaboration with Jack) changes the meat products and purchases chicken fillet on sale instead. This is just one example of how Anne succeeds in finding products on sale. Likewise, as mentioned within the *Meat* section, Anne in general possesses the competence of hunting offers, and the meaning hereof it to get the products as cheap as possible. She is even going by bus around town, or going by bus to towns nearby, to trace great offers, and to save as much as possible. Michelle is a carrier of the practice of screening for offers while shopping. We observed her standing in front of the meat case, looking around. When interviewing, we asked her to put some words on the observed situation: *"I use to look around to see if there are any great offers, and to see if some of the product are out of date"* (Appendix 11, p. 4). She is during her practice of shopping putting an effort in finding products close to expiring date, meaning that she is able to buy it with some discount, and thereby save money (Appendix 11, p. 1). Further she states that *"I am screening the prices; this was what I did with the chicken to day. I am looking for the kg price to see if it makes sense to buy a small package or a big package."* (Appendix 11, p. 8). In relation to Michelle the practice of shopping for offers consist of the competence to calculate kg price and the competence to compare the prices. Since Hanna is a student *"Every single penny count"* (Appendix 10, p. 1), therefore she puts an effort in searching for offers within the app "eTilbudsavis" (an app finding the best offers within selected stores), and is always searching within four different stores, Netto, Kvikly, Føtex and Bilka. The

practice of searching for offers is a weekly practice and is something Hanna really likes to carry out before the practice of shopping. The meaning for her is to save money, and she often succeeds in finding great offers, meaning she is very competent in performing the practice. This practice then creates the practice of Shopping for offers. Therefore, three out of four mothers are carriers of the practice of shopping for offers. Maria, is also valuing to save money however she is not seen as a carrier of the practice of shopping for offers. When asking, what economy means to her she states “[...] it is important for me, that I try as often as possible to purchase the cheapest products available. However, I don't want to compromise when it comes to food products.” (Appendix 9, p. 3). When observing Maria, economy did not seem to have an influence as well. She was not getting inspired by offers or something similar within the supermarket, she just grabbed what was on her list. Moreover, Maria was a carrier of the practice of impulse-shopping, since she purchased items not presented at the list. We believed that the reason for her not to be a carrier of the shopping for offers practice like the others, is since her economic situation seem bit different from the others, as she is having a part-time job beside her study.

Sum up of Economy/Sale

During the section of *Economy/Sale*, we have interpreted how the families are reliant on their economic resources. The amount of the material money, is seen to influence the practice of shopping, the practice of cooking and the practice of eating dinner. We have interpreted that the limited economy generates the practice of shopping for offers, a practice which is capable of saving money in the long term. The mothers’ low-income generates the practice of shopping for offers and some make great efforts in hunting the offers in different supermarkets. The meaning of searching for offers is to save money and the mothers possess competencies to do so.

Childhood

The theme of Childhood, related experience and memories were brought up by all mothers. All the mothers are seen to carry out some of the same practices as their mothers did, when they were children. Furthermore, all the mothers’ values to pass along practices and their meanings obtained within their own childhood and opposite, some mothers values to pass along practices they did not obtain when they were children. One example of how the meaning of a practice has been transmitted, is Michelle, Family 3, who is including her son in the shopping, to “*not exclude him*”

and give him the possibility to choose products according to his flavor, just like the mother herself did when she was a child (Appendix 11, p. 3 & p. 6). She further indicates that the meaning of including Mads actively in the practice of shopping is to avoid conflicts by: *"[...] distracting him, so that he does not wants to have all kinds of things"* (Appendix 11, p. 6). The mother possesses the competence to anticipate specific food items Mads likes and is including him when finding the items and paying for this specific item. Michelle highlights how the combination of certain materials, the supermarket, the wagon, the cold cut etc. are a great memory for her, and that is why she wants to transmit the practice to Mads. Another example, is the observation of Family 1, where they pour their food on the plates within the kitchen, and is leaving the casseroles in the kitchen, while eating in the living room (Appendix 4). Here the mother states that: *"It is "hyggeligere" than having these big casseroles placed on the table [...] this is how I was brought up to - that you pick up the food within the kitchen"* (Appendix 8, p. 14). By this notion we interpret that the mother in her childhood, was used to leave the casseroles in the kitchen, but also ate dinner in the living room with her mother and father. Even though she did not mention that they used to eat in the living room when she was a child, it might be a value she unconscious chose to give to her child.

Regarding the practice of cooking, all the mothers mention the importance in including their children. The meaning of the children to participate in the practice of cooking, is to educate them. Anne is especially putting some effort in including Jack, because if he is not becoming a carrier of the practice, the consequence for him is to become: *"[...] a curlingbarn, when his is 20-year-old, and do not know how to boil an egg"* (Appendix 8, p. 9). The reason why Anne is able to cook today, is because she became a carrier of the practice of cooking when she was a child (Appendix 8, p. 9). Opposite the other mothers, the meaning for Maria to include Maise in the cooking, is that Maria did not participate when she was a child, and therefore it is: *"[...] important for me to have her included"* (Appendix 9, p. 12). Maria further states within the interview, that Maise does not participate everyday in the practice of cooking, but occasionally she is helping by making dressing or something similar. However, in the observation, we saw that Maise ran up to her room immediately after the shopping and here, Maria told us this was how she normally would do, as she needed a break after kindergarten (Appendix 5). This is an example of how the sayings not always

corresponds to the doings. However, we still believe that Maria has intentions to including Maise in the practice of cooking, but questions can be raised towards her competencies in doing so.

Also, Hanna wants to transmit some of the practice she gained as child, to her daughter Agnes. Since she became a carrier of the practice of cooking when she was a child, she does have intentions to include Agnes as well. However, due to lack of materials and a small-sized kitchen, Hanna does not include Agnes so far.

Regarding all the mothers practice of cooking, the competencies the mothers possess, is both since their own mother transmitted the practice when they were children, but also due to other practices which has been carried out earlier in life. Anne, Maria, Hanna and Michelle states that they learned how to cook from their own mothers - even though Maria earlier states that she did not participate in the practice of cooking when being a child, her mother somehow was capable of transmitting the competence. But, as mentioned other practices carried out also gained their competencies in cooking. For instance, when Hanna was losing weight during four-month lifestyle change course, her practice of cooking was optimized. The meanings of the practice, the materials of the practice and the competencies of the practice changed during these four months, and thereby evolved a new practice of cooking, where Hanna learned to make more healthy and inspiring food (Appendix 10, p. 12). Or Michelle's practice of exercising, made her cook healthier food than she was used to, which then optimized her cooking competencies (appendix 11, p. 2).

Sum up of Childhood

All the notions included within the *Childhood*, reveals that childhood has an influence on the families' food habits and the mothers cooking skills. We have argued how the practices gained during the mothers' childhood are seen to influence the mothers' practices of cooking and shopping. Further, we have within the *Families' relations to Vegetables*, seen how childhood influences the mother practice of eating vegetable. All the mothers tend to carry out similar practices as their own mothers did and they value to pass these practices on to their children today. The mothers carry out practices in ways they are used to from their childhood and what they have learned during their childhood reflects, which competencies they possess now. The mothers are likely to include their children in practices they were including in during their own childhood.

Children's' influence on the Mothers

This section is provided with interpretations on the influence children's presence or non-presence has on the families' everyday practices of shopping, cooking and eating dinner and moreover on the mothers' vegetable intake. The section likewise, serves to highlight how the children are influencing their mothers' food patterns and habits in their everyday life. We will elaborate on whether or not each mother includes their child within the practice of shopping and moreover, we will interpret how the children influence what is purchased no matter if they are present or not during the practice of shopping. As mentioned within the *Theoretical Framework & Discussion*, the social construction of practices influence the carrier, since they often tend to have other people in mind during the practices. This will be elaborated further within the section below.

Family 1 & 2 are excluding their children in the practice of shopping, however, due to their role as single mothers, they are occasionally forced to include their child. The reason for not including Jack within the practice of shopping is:

Anne: "You saw it yourself, it is not always great to have small, tired child with you in the supermarket."

Researcher: "How do you think it influence you, if he is included in the practice of shopping? [...]"

Anne: "It is just more stressful to find all the items. Sometimes, when he is not tired, then he is easy to include and I still manage to purchase whatever is needed. And I think sometimes, having a crying child, then it keeps asking about something and begging, and then you end up buying something you not needed to buy, because you know they are getting satisfied" (Appendix 8, p. 3-4).

This notion reveals, that the meaning of excluding Jack in the practice of shopping is to avoid buying "not needed" products and to avoid getting stressed. Opposite, Anne is seen to possess an important meaning of including Jack in the practice of shopping, namely the meaning of learning and educating him about value of the money, so that he finds it easier to handle money within his adulthood (Appendix 8, p. 7). Anne seems to possess the competencies to do so, since Jack was observed to be aware of "gule priser". Anne further states following: *"Well then he also learns. At the same time, he learns that things can be expensive or cheap. But at the same time, he also learns*

to be included in buying the healthy things. And learn how to shop.” (Appendix 8, p. 7). Even though, she possesses these meanings of including Jack, she is not capable of doing so, since she claims that he is only included in case of emergency where she is forced to bring him along. We have interpreted, that her lack of competencies in including him and avoid getting stressed and buying “not needed products” is the reason why she is not including him. During the observation, we have seen how Anne is getting stressed and negatively influenced by him crying and begging for almost everything they passed by (Appendix 4). No matter if Jack is included within the practice of shopping or not, he is still influencing his mother. When asked if she carries him within her mind during the practice of shopping she answers:

“If it is before a weekend, then it is the only time we are having rye bread at home because he is eating home the whole weekend and therefore he needs more meals during the day, compared to when he is in the kindergarten. And then I think about what he likes to eat, for instance I know that he does not like green beans, so I do not buy green beans, but instead I buy some broccoli, because I know he likes it.” (Appendix 8, p. 4).

This notion reveals that Jack is the reason why Anne is not purchasing green beans, and he is the reason why she purchases broccoli. This is only one specific example of how Jack influence Anne in her vegetable purchase and intake, but more examples are given during the interview. For instance, she states that: *“He is allowed to decide occasionally which kind of fruit and vegetable to purchase.”* (Appendix 8, p. 6) and she follows up by saying that it does not make sense to purchase something which he does not like, then it is easier to purchase what he prefers and desires. Maria likewise avoids to include Maise within the practice of shopping but is within a weekly timeframe forced to include her two times, out of the seven times. However, since our first interview conducted was with Family 2, we did not manage to get a clear answer on the meanings behind excluding Maise - but we are still able to interpret, that the reason for her not to include Maise, is since she is distracting Maria and to avoid conflicts. This is interpreted on the basis on the shopping observation as Maise was begging for everything and distracting Maria most of the time. Moreover, when reflecting upon the observation carried out in the supermarket, Maria states:

Maria: "I was under pressure."

Researcher: "Why were you under pressure?"

Maria: "Because she was present ... and you were there [...]." (Appendix 9, p. 1).

This notion reveals that not only did the researcher influence Maria, but also Maise influenced Maria. She further states, when asking what time during the day she normally carries out the practice of shopping:

Maria: "When I am off school, because there is a Føtex, just beside the school [...]."

Maria: "So it is just on the way. And then I have the opportunity to shop before going to the kindergarten to pick up her" (Appendix 9, p. 4).

This notion express that Maria prefers to exclude Maise in the practice of shopping. Again, the observation is also believed to reveal some of the reasons why Maria do not want to include Maise (Appendix 5). Maise was running around within the supermarket, and Maria was not seen to possess the competencies required to concentrate about shopping meanwhile taking care of Maise whom was all over (Appendix 5). Further, as mentioned above, Maise was begging for almost everything they passed by, and Maria did not possess the competence to say "no". Therefore, the practice of shopping ended up by Maria buying different products which was not written on the list but a wish from Maise to buy, and moreover, Maria ended up being annoyed. Maria mentions that she is not influenced by Maise, however the observation reveals something differently, indicating that the mother unconsciousness is having her in mind (Appendix 5). When asking if Maise is influencing Maria, she states: *"No she does not [...] I'm good at saying okay then you can have that [...]."* (Appendix 9, p. 2). Considering the mother's statement in relation to the observation, we interpret that Maise highly influence the shopping practice as the basket got filled up by Maise herself, with several different things, which were not on the shopping list. Maria mentions herself, that she does not possess greater competence for shopping, since she is not organized and just grab items without further thoughts (Appendix 9, p. 8). Moreover, we observed during the cooking situation, that Maise continued the begging at home and was then provided with what she wanted, a snack protein bar. This resulted in a satiated child, who did not eat her dinner. Even though Maria through the sayings claimed that Maise does not have a vote, the doings showed us, that she does, and that she in fact

wins within many cases. Maise seems to possess a high range of power in Family 2's everyday life. We moreover observed that Maise also threw carrots in the basket. So, it was not solely unhealthy snack foods but also vegetables. Further, Maria reveals that *"Today, it was Maise who chose what we were going to eat. And sometimes I do it myself, and then she has to eat what is served"* (Appendix 9, p. 6). Due to these notions, we interpret that Maise is influencing Marias intake of food, and also her intake of vegetables, no matter what Maria claims.

Opposite the other families, Family 3 & 4 are including their children within the practice of shopping most of the time. Hanna claims that she is shopping five times per week and Agnes is included four times. The reason for Hanna to include Agnes, is both due to practical circumstances since Agnes' kindergarten lies just beside the supermarket where Hanna prefers to do her shopping. Moreover, Hanna prefers to spend as much time with Agnes as possible whether it is at home or outside the house. During the observation, we saw how Hanna possesses the competencies required to include Agnes within the practice of shopping, however the inclusion can be referred to as a passive inclusion compared to Michelle and Mads. Agnes was present during the whole practice, but was just sitting still in the pram, quit small talking and mainly just observed her mother (Appendix 6). Hanna also told us during the interview, how Agnes often gets a "handlebolle" (a bread roll from the bakery in the supermarket, given for free to children), with the meaning of entertaining her, while sitting in the pram, so that she is not getting bored sitting there. In relation to Hanna's food choices Agnes is seen to influence her, but not as much as previously:

"I used to be very influenced by her, because she only wanted to eat big beef, fries and béarnaise sauce, and it also tastes very good, and it is easy to cook, but I cannot endure all these fries and the sauce. So I changed and made a small portion fries for her, and then just a salad and vegetables for me, and of course meat and tzatziki. However, it is complicated to make so many different dishes. Therefore, I now make whatever I am making, and then I ensure that there is something which she likes. As, e.g. today, there was sausage and bacon. And then she can eat whatever is served." (Appendix 10, p. 13).

Hanna used to serve whatever Agnes preferred, however in the long term it was not corresponding to Hanna's own preference and needs, and she gained the competence to change her practice of cooking and serve something which they both prefer. Furthermore, Hanna chooses to divide the

vegetables within different bowls, since Agnes does not like some of it (by this she possesses some competencies compared to Anne, who chooses not to buy the green beans, because of Jack. However, we interpret that in this case Anne cannot afford buying both the broccoli and the green beans, and the practice is therefore influenced by the amount of money available). Moreover, Hanna also seems to influence Agnes food choices, Hanna told us several times how she is trying to eat healthier, and in the above quotation she mentions how she is eating salad and vegetables instead of fries. Hanna reveals in relation to Agnes that: *"She is a firm lady, she has deselected potato, rice and pasta - she does not want to eat it [...]."* (Appendix 10, p. 15). We interpret, that the reason for Agnes to deselect the category of carbohydrate is because she has been influenced by her mother.

Michelle is including Mads within the practice of shopping since she often carries out the practice during the weekend. Michelle is including Mads actively, this was seen during the observation, where she turned the pram around, so that Mads was able to see what is going on, and which kind of products she took (Appendix 7). During the interview, we ask Michelle to reflect on the observation, in which she states: *"He thinks it is interesting to participate. Sometimes he even wants to walk beside the pram and grab some of the items we are going to buy"* (Appendix 11, p. 5). When asking about the meaning of including him actively she states that: *"It means that he is not getting angry. It is a way to distract him"*, she further states that: *"It is a bit boring if someone always tells you what to eat. Therefore, I think it might be a pleasure for him to choose. It is also a part of his development that he can choose what to eat."* (Appendix 11, p. 6). As mentioned within the theme *Childhood*, Michelle participated within the practice of shopping when she was a child and found it valuable to participate. This value might be the reason for her to include Mads within the shopping actively as she remembers it from her childhood to be something nice. In general, Michelle claims that Mads influence her when preparing what to shop: *"He might influence me when I am shopping, sometimes I think "hmm, okay, he likes cheese sticks, then I purchase some of these" but it does not happen often"* (Appendix 11, p. 5). She further claims, when asking if he influence her when preparing what to purchase: *"I think, if we are out of something, snacks or raisins or something similar. Then I purchase what is needed, and it is only for him. So, in that way he is in my mind, but this is also the only case"* (Appendix 11, p. 5). Michelle claims that he is eating everything (besides mushrooms), therefore she is not inhibiting when planning what to serve him. As mentioned within *Families Relation to Vegetables*, Michelle expresses that she does

not care about what is served for dinner, it just has to be easy and cheap and something he likes (Appendix 11, p. 10). This notion in combination with her lack of motivation to stand in the kitchen, might be the reason why Michelle does not reflect further upon how Mads is influencing her.

Sum up Children's influence on the mothers

Even though if the children are included or not, they are still seen to have an influence on the mothers' everyday practices of shopping, cooking and eating dinner. Moreover, some of the children are seen to influence the mother intake of vegetables. Due to the social constructions of practices, the carrier often has other people in mind, which is the case with the families from our research. We argue how the mothers have their children within their minds during the practice of shopping, and how they tend to purchase with departure from their children's preferences. Due to this, we find the theme of *Children's influence on their mothers* important, regarding how the practices are influencing the mothers' vegetables intake

5

Discussion

We have during previously sections discussed our theoretical framework and methodological approaches in order support our work and findings within this thesis. We have been argued several times that the study of consumption is complex, and as seen within our analysis the practices of shopping, cooking and eating dinner is entangled in each other, so what happens in one of the practice influence the others. This section, includes the most important findings within our study, with the aim of discussing how these findings are seen important in relation to our problem formulation: How do the everyday practices of shopping, cooking and eating dinner influence the daily vegetable intake of low-income single mothers with young children.

5. Discussion

Since our data reveals that other practices than shopping, cooking and eating dinner are influencing the mothers' intake of vegetables, we will discuss whether or not it makes sense to have the focus on the three pre-determinant practices. By considering our theoretical and methodological approaches, we will discuss what would have been missed if not making use of these, and which data we then would have been left with. Further, we will discuss our findings (the four themes) relate them to our findings with *state-of-the-art* and give further ideas on what our findings can be used to within the future. We end up the discussion by answer our sub-question: How does the study of vegetable intake or non-vegetable intake, fits into the concept of a practice theoretical approach?

5.1 Applying Practice Theory

We have during *state-of-the-art* included several studies investigating vegetable consumption within different segments. We have argued how both "*U&A om grønnsager*" and "*Fruit, Vegetables and Behaviour Change*" identifies a need for further investigations regarding vegetable consumption and increase hereof. By making research regarding consumption studies within social science, we have learned that consumption can be rather complex to investigate. Therefore, practice theory has been foregrounded, due to its benefits to understand consumption, related practices, how it is situated in multiple practices, how it is entangled in social constitutions, and how it analytically is able to highlight themes of similarities or contradictions.

By arguing that practice theory is beneficial when studying consumption, we will discuss if the theory is able to provide us with alternative insights into our field of interest, compared to other existing theories. We have within the *state-of-the-art* highlighted how behavior-based approaches dominates the field of consumption. Several different approaches are applied within the field, and common for these are their aim to influence individuals (or communities) behaviors. There are a large number of existing behavior-based approaches and the most frequently applied theories within this field are, as mentioned "*Stages of Change*", "*Motivational Interviewing*" and "*Health Belief Model*". These studies are seen to be useful regarding an increase of vegetable intake, since a large number of behavior-based theories reveals positive results. Behavior based approaches are cognitive approaches, and in most cases, these require individual self-reflexivity, in order to make a

change. Similar for the studies is that they are investigating consumers individually, and therefore they are based on methodological individualism and are made on the basis of the individuals' behavior and accounts (Halkier & Jensen 2011).

These notions highlight that there are several theoretical foundations, which could have been applied within the study of vegetable consumption. Since we have chosen to grasp the field of vegetable consumption with a practical oriented approach, we will identify and discuss some aspects, which would have been missing, if not applying this approach. Aspects which are seen rather important in the understanding of what is influencing the mothers' vegetable intake.

Let us say that Family 3, Hanna & Agnes, participated within Landbrug & Fødevarer's online questionnaire regarding vegetable consumption, no one would ever recognize their lack of materials, which play a great role within their everyday life. Due to lack of storage, Hanna is not able to purchase many different vegetables at a time, and therefore her lack of materials is a great contributor to her intake of vegetable. Or, imagine doing an online questionnaire as Maria, Family 2, it might be easier to state, that you need inspiration, compared to explain your stressful situation within the supermarket, with a begging child, running around. When stating that you are picky regarding vegetables, no one are able to interpret that the reason for your pickiness is because you were never served vegetables when being a child. Many different meanings of the mothers' choices are lost within such questionnaires. Another example can be given by looking at Michelle, Family 4. If only observing her, and not making use of interviews, we would not have been able to interpreted how other practices, such as exercising, influence her vegetable intake.

These three examples reveal how many important points would have been lost if only conducted an online questionnaire or not combining our methodological approaches.

Especially the notion, about how other practices are seen to influence the mothers' vegetable intake, is something which is not getting visualized from the results of "*U&A om grøntsager*" and this is another discussion worth having. Within the *Theoretical Framework & Discussion* we have argued how the practices are interdependent. Due to this, the practice of eating vegetables is influenced by many practices. We have within *state-of-the-art* highlighted how food provisioning is an important aspect when studying consumption, meaning, that practices as shopping and cooking

should be taken into consideration when studying consumption. Due to this knowledge, our pre-understanding relies on, that the practices are influencing the mothers' vegetable intake. However, since we have revealed how vegetable are enacted within the section of *Families relation to Vegetables*, we have identified how the practice of eating vegetables is influenced by other practices and not only the three pre-determined practices. Therefore, we find it important to discuss, if it is exactly the practices of shopping, cooking and eating dinner, which influence the mothers' vegetable intake or if it is other socially practices. For instance, we have argued how the practice of exercising has changed the mothers practice of eating vegetables. Since some of the mothers started that their practice of exercising, increased their interest within healthy foods, such as vegetables. We have during the section *Theoretical Framework & Discussion* explained how practices might be a matter of engagement rather than personal choice. The mothers express that they do not prefer vegetables, at least not within their personal choice, however, when exercising they are eating vegetables - meaning that the practice of eating vegetables is a matter of engagement within the practice of exercising. Likewise, we have argued how the practice of becoming a mother influence the intake of vegetables. All the mothers claim to eat more vegetables due to the birth of their children, with the meaning of learning their children that vegetables are and should be a part of the everyday dinner. Again, even though the mothers do not prefer vegetables within their personal choice their intake is depended on engagement within the practice of being a mother. We have made the same interpretations regarding practices of lifestyle change course, such as visiting a dietitian. Therefore, it can be discussed if the study of vegetable consumption should rather concern practice as exercising, or practices as visiting a dietitian, so to say; individual engagement within practices which are seen to highly influence the vegetable intake of each individual mother or if it should concern pre-determined practices, such as shopping, cooking and eating dinner?

We can argue, that we see an importance in highlighting all the practices occurring during our research process which are seen to influence the vegetable intake. However, we also see an importance and relevance in investigating practices, which are seen to be carried out by all the mothers, such as the practices of shopping, cooking and eating dinner. Due to practice theory's ability to make analytical generalizations, we see a further meaning in making conclusions towards social categorizes of consumption and consumption processes, and not about individual consumers

and their individual practices. Further, since the practices of shopping, cooking and eating dinner, is believed to be carried out by a larger population size than for instance the practice of exercising, we believe that our investigation is a step of many, which is able to be taken within the study of consumption and vegetable intake. We suggest that further studies regarding the segment of low-income single mothers can benefit from considering to focus on other practices carried out by the mothers and unfold how these are seen to influence their vegetable intake.

Furthermore, we want to highlight how our study can be used as a proclaim towards many different health campaigns and interventions, emphasizing that it does not only make sense to look at the practices of shopping, cooking and eating dinner if the aim is to change consumers' behaviors towards vegetable consumption. But, that they might benefit from being more open towards targeting other practices carried out by the consumers. However, we want to highlight how our study with the focus on shopping, cooking and eating dinner can be used as a proclaim towards health campaigns and interventions, to what is important to focus at when targeting consumers' behavior towards shopping, cooking and eating. Since these practices are the field of interest within our thesis, we will now discuss our further findings regarding the three pre-determined practices and how these are seen to influence the mothers' vegetable intake.

5.2. Findings

We have argued that the four themes: *Meat*, *Economy/Sale*, *Childhood* and *Children's influence on the mothers*, are influencing the mothers three practices and thereby influence their intake of vegetable. Each theme will be discussed in the section below, in order to support our findings and our theoretical and methodological approaches.

Our research has identified that, meat is seen to be the main point of departure and a "must have" when deciding what to eat. We have been highlighting how meat is enacted as something which is able to inspire, something which is healthy and unhealthy and enacted as weekend meat or everyday meat. Meat is seen to influence the mothers' everyday practices of shopping, cooking and eating. We will further discuss how meat is interpreted to be both a positive and a negative effect on the mothers' vegetable intake. When eating meat, the families tend to include a side dish, which often consist of vegetables, hereby the meat influence the families' vegetable intake positively.

Further, meat is able to disguise vegetables, by hiding undesirable tastes or the appearances of vegetables. Likewise, *state-of-the-art* supports this notion by mentioning how families hide vegetables within meat-dishes, in order to satisfy family members and get them to eat vegetables. We have moreover given the example within the theoretical framework, how the meaning of making a Lasagna is to hide vegetables in order to ensure an intake of vegetables within the family. Following, in the *state-of-the art* section families are believed to have a higher intake of vegetables as they disguise the vegetables in dishes (Appleton et al. 2016). Therefore, meat is both able to serve visual vegetables and meat is able to serve invisible vegetables - therefore meat is interpreted to be a contributor to the mothers' vegetable intake. Studies investigating change can benefit from this knowledge. If wanting to increase the intake of vegetables, the focus should be on vegetables potentials to be hidden within dishes.

Opposite, meat removes the focus from vegetables since vegetables are seen to be of second priority and therefore meat influence negatively on the families' vegetable intake. Meat is the first prioritization and is the foundation of the dishes served at the dinner situation. Both the mothers and the children in all families are fond of meat and none of them seem to be picky when it comes to meat, compared to how some mothers and children are picky regarding vegetables. This means that meat is able to do something which vegetable are not able to do – an aspect which can be interesting to investigate within the future.

To sum up, meat has a multiple existence and is within this case both enacted as a contributor to eat vegetables, but also as a barrier for the mothers' intake of vegetables. The information regarding meat as the point of departure and meat as a positive and as a negative influence on vegetable intake, can be used within studies, investigating change behaviors or sale-strategies. If wanting to increase the intake of vegetables, the focus should not only be on the vegetables (which would be obvious to have) but instead on meat. By focusing on how meat products are able to 'fit together' with certain vegetables, could increase the purchase of vegetables and thereby, hopefully the intake.

We have included the theme Economy/Sale and highlighted how the mothers are carriers of the practice of shopping for offers, and therefore the theme is seen to influence their practices of shopping, cooking and eating. In relation to their intake of vegetables, we will like to discuss how

economy and sale can be seen as contrasts, since economy is seen as a barrier for the families to buy more vegetables, whereas sale is seen as a potential.

The families state that their low economy is a barrier to increase their vegetable intake or a barrier for them to change the variations purchased. The mothers therefore suggest that vegetables should be cheaper to purchase. The meaning of saving money includes shopping for offers and a hunt for cheap foods. They find a meaning to purchase certain vegetables if they are on sale or have a stamp with e.g. "gule priser". However, as mentioned in *state-of-the-art*, a study has examined what happens to people's food choices when their income changes. The study reveals that an increase in income not necessarily lead to an increased expenditure on food (Dibsdall et al. 2003). Therefore, price is undoubtedly a factor, which influence low-income individuals' food choice, compared to people with higher income (Wiig Dammann & Smith 2009). This discussion is not something our study is able to give an answer to, since it would require further investigations in the field, as it is not only just a matter of economy but the entirety of the families' everyday lives and the social dynamics. However, the mothers proclaim that price is a barrier for them to purchase more vegetables

Sale is opposite seen as a possibility to increase their vegetable intake, since three out of four mothers are shopping for offers, and they all possess further meanings of shopping food products on sale. As mentioned the green bag from Kvikky has been a contributor for some mothers to purchase fresh vegetables, and to eat some vegetables which they would not otherwise purchase. The notion that economy is a barrier and sale are an opportunity for the mothers to purchase vegetables, are believed to be interesting points which are able to be studies within the future. For instance, future innovations can investigate if vegetables on sale are able to increase the intake, and what and how these vegetables are able to do, compared to vegetables not on sale.

Our findings have proven, that the perception of food habits gained within childhood are able to be transmitted into adulthood. We have both during the section *Families relation to Vegetables* and the theme of Childhood, highlighted how the mothers are likely to carry out some of their own habits gained from their childhood into their adulthood. As mentioned in *state-of-the-art*, parents influence their children's food preferences and food habits, and this heritage is often carried into adulthood. As we have been highlighted, some of the mothers are picky regarding vegetables, and

claims the reason to be referred back to their childhood. We further see patterns in the mothers' cooking habits, as they mirror themselves in their mothers' cooking practices, just as mentioned within state-of-the-art (Bugge & Almås 2006). Also, some of the mothers' doings regarding the practices of shopping, cooking and eating can be reflected back to their childhood. Moreover, they are likely to transfer these habits to their children. This finding is consistent with literature from *state-of-the-art* section where it is mentioned that perception of the food habits gained within childhood are able to be transmitted into adulthood.

The practice theoretical approach has been beneficial in order to identify and generate the mothers' reflections towards their childhood. Likewise, our use of qualitative methods has given us the opportunity to identify the importance of the mothers' childhood in order to comprehend the meanings and competencies of the practices. If we had conducted quantitative data, such as questionnaires, we would not have been able to unfold and get further interpretations about how the mothers values are related to their childhood. For instance, the reason why, Anne is appreciating to carry out the practice of eating dinner, within her living room, is because she was used to do so when she was a child. We believed that the use of qualitative methods, gave the mothers the opportunity to open up and reflect about their own practices and the reason for their existence. The importance of the childhood and how food habits are able to sustain or be replicable within adulthood, is a known factor, and the reason why many studies are targeting children when making interventions regarding behavior changes. Our findings support the importance of creating healthy eating habits within childhood. Regarding vegetables consumption and the importance of childhood, we again see the benefits of using practice theory. If the mothers participated within an online questionnaire, they might not be able to reflect how their pickiness can be referred back to their childhood. Or, Michelle, Family 4, might not be able to interpret how her practice of shopping and related values can be related to her own mothers practice of shopping, and her values.

By combining the methods of participant observation and interview, we were able to go into depth with the mothers' practices. If we did not observe Anne, we might not have recognized how she valued to sit in the living room, and leaving the casseroles out in the kitchen, and if not making interview, we would not be able to interpret, that the reason for her to do so, was because she was raised like this. When conducting future, studies regarding food consumption, we emphasize how important it can be to go back in time, and trace consumers' habits back to their childhood, to

understand why they are carrying out certain practice in the way they are. We have also with our section of practice theory, highlighted how early experiences and practices carried out years ago can influence the practices carried out today. Sometime the meaning and the know-how lies deep within the mind and the body of the carrier, and the theme Childhood is a great example of how the body is able to embed practices and store the practices and related elements. Especially, with the theme of Childhood, many meanings are embedded within the body, and transferred to practices.

Our research is established on the initial hypothesis that families are highly influenced by their children in the household. Moreover, it is obvious that the children's presence plays a role within the families' everyday lives and the practices of shopping, cooking and eating dinner, as parents are likely to consider the family members' food preference, which is also mentioned in state-of-the-art. This is interpreted, especially due to our pre-understanding as our own role as parents, but also due to our research on the doings and saying within the data collection. Throughout the Analysis we have identified that children influence the mothers' practices and therefore they influence the mothers' intake of vegetables. The most significant finding in the data collection regarding the theme, is the power the children possess within the household and related everyday practices. The meaning of carrying out the practices of shopping, cooking and eating dinner with children, either physically or mentally, changes compared to the meaning of the practices without the children.

No matter if the children are included within the practices or excluded, they always exist within the mind of the mothers. As we have stated within *state-of-the-art*, mothers are likely to satisfy their children's needs and desires, and this is the case within our dataset. If the child prefers meat, the mother buys meat, if the child like a certain a vegetable the mother buys it. This supports our notion revealed within state-of-the-art, that families only purchase vegetables which are accepted by their children. Our pre-understanding and literature from *state-of-the-art* are consistent with our research's findings, as children influence what their mothers purchase and the practice of parenting always exist in the mothers' everyday lives. What is interesting to discuss further, it how the mothers not always are aware that the children influence them, meaning that they are not always fully conscious when carrying out their everyday practices, this often results in them having a hard time to reflect upon their practices. Halkier (2010) is highlighting this discussion and states that "*a significant part of people's routines doings in shopping and cooking are carried out habitually with*

no specific intention or meaningfulness other than 'to go on' practically or socially" (Halkier 2010, p. 33). During our interviews, we experienced that some of the mothers did not have fully consciousness nor did they possess further reflections regarding their practices carried out. For instance, we have argued how Maise is influencing her mother and what is purchased, even though Maria surely claims that Maise does not influence her at all. This data reveals the benefits of combining both interview with participant observation, since we would have interpreted Maria to be the one decides everything at home, if only interviewing her. But the observation revealed something differently.

In general, the mothers are having a hard time explaining their actions and answers several times: *"I don't know."* and often when asking a question, it seems like they just answer something to "satisfy" us. When asking regarding Maria's cooking skills and where these derives from, she answered: *"It is just something I do."* (Appendix 9, p. 8). This emphasizes that practices are routinized and able to be unconsciousness carried out, and again this is also one of the reasons why the study of consumption is complex. It can be rather difficult to reflect upon the practices carried out, since they are influenced by many different factors and some which you might not be fully aware of - at least we our self was having a hard time trying reflecting about our own practices. Again, by the use of both participant observations and interviews, we have been able to support and encourage the mothers to make deeper reflections regarding their practices since we were able to ask further questions towards the mothers' doings.

Another notion our dataset reveals, is that the mothers are not only influenced by their children, but also social constructions. This made us discuss, how the practices can be influenced by social constellations. We have interpreted how practice can be a matter of emotions and engagements, further it can be argued, that the patterns of the social life are a consequence of established actions, where some might be seen appropriate to carry out (shopping and cooking) and others might be seen inappropriate (the practice of stealing). We have for instance within our section of *Theoretical Framework and Discussion*, given the example of how the practice of daily showering, is not a practice which has to be carried out due to law, but due to social networks, inform of expectations, design of bathrooms and products on sale, individuals are required to shower (maybe not daily but) often. When investigating the single mothers, the social value 'norm' appeared several times. The norm is a value which indicates an expected behavior within a society, and especially when being a

mother, certain 'norms' are connected (at least what we have experienced due to our role as mothers). For instance, Anne, Family 1 reveals that Spaghetti Bolognese is a part of their everyday living, and afterward states that: *"Spaghetti Bolognese is a classical dish within most families."* (Appendix 8, p. 14), indicating that it is a norm to serve your child Spaghetti Bolognese. Further, Maria Family 2, indicate that after becoming a mother she is forced to eat breakfast, lunch and dinner, when asking why she answers: *"Because it is important, that she is watching me eating. It is important, that she knows these meals exist."* (Appendix 9, p. 9) - with no further reflections, we interpret the reason for Maria to say so, is due to the norm. This can be further interpreted, that the practice of eating dinner for Maria exist due to social expectations and not only to her own interest, and the same with Anne, the reason for her to serve Spaghetti Bolognese is since her individual preference are influenced by the norm. The notion norm appears several times, and made us discuss, that the mothers often tends to be influenced by the norms when carrying out their practices. However, we also interpret how some of the practices are carried out due to traditional values (Michelle who is including Mads actively in the shopping practice, just the way her mother did with her), and we therefore interpret that the social constellation does influence the mothers' practices, but they are also influenced by other factors, such as tradition, individual choices, social network etc.

So, to sum up, the unconsciousness, the lack of reflectivity and the social influence on the practices are interesting aspects to focus at when investigating consumption. Since we have seen how the mothers are able to be influenced by their children and by social constructions, consciousness or not, there might be some interesting perspectives when investigating individuals' practices and how these are influenced by their social surroundings. The research introduced in *state-of-the-art* carried out by Blue et al. (2016) highlights how it is possible to change the practice of smoking by moving the focus away from the cigarettes, but instead focusing on the surrounded practices that generates the practice of smoking. This perspective is able to be transferred into the study of vegetables, by shifting the focus from the vegetables and instead look at other factors and practices influencing the mothers, such as the children or norms. A suggestion within the future is when doing individual based studies, it can benefit to investigate other factors, both consciousness and unconsciousness factors.

could be to combine the use of individual approaches with practice-oriented approaches, with the aim of both grasping individual desires, challenges, potentials etc., and the dynamics of the social practices.

5.3 Vegetable intake and Practice Theory

After discussing our most important findings back and forth, relating it to our *state-of-the-art*, and given future ideas on how to use our findings, we are now able to elaborate on our sub-question: *How does the study of vegetable intake or non-vegetable intake, fits into the concept of a practice theoretical approach?*

There is no doubt that there are many potentials by using practice theory and these has also been highlighted by several studies (two of them included within *state-of-the-art*). We do not have the possibility to cover all of them, since it may also be a matter of personal experience, but we have chosen to include the most evident potentials practice theory gave us as researchers during developing this thesis. As mentioned several times, practice theory has been very useful in analyzing the complex situation of consumption within everyday life and how consumption is embedded and entangled within social constructions. Practice theory enabled us to understand that vegetables are not just vegetables but is enacted as many different things. Due to vegetables, multiple existence, the theory has been beneficial in order understand the complexity of vegetable consumption, which cannot only be changed by making campaigns, health interventions or something similar, since they often are very individualized and do not consider the complexity of the everyday life and how practices interdependent. The practice of eating vegetables consists of certain competencies, certain meanings and certain materials, and if one of these elements is not presented, the practice is not able to exist. No matter how hard health campaigns are trying to convince, for instance Anne, to buy more fresh vegetables, she is still influenced by her limited economic resources, and cannot afford fresh vegetables within the long term. She is able to buy a bag of vegetables (referring to the green bag), but she does not possess further meanings of buying fresh vegetables, since the frozen once are able to satisfy her and her son. Maria does not possess further meanings of eating vegetables, and is therefore satisfied with her amount eaten, and does not want to increase her intake as she finds it sufficient. No matter how many interventions aiming to improve eating habits,

Hanna is still not able to purchase a greater amount of fresh vegetables due to her lack of storage - and many other examples can be given. Practice theory gave us the potential to dig deep into the four mothers' further meanings, their competencies and their materials in order to see how the elements and other everyday practices are influencing their intake of vegetables. Moreover, practice theory has been beneficial to apply in extension to other research. For instance, the research mentioned within *state-of-the-art "U&A om grønnsager"* was able, with its quantitative approach, to draw statistical conclusion towards consumers' usage and attitudes towards vegetables. The most significant challenge mentioned in the study is the lack of inspiration to utilise and prepare certain vegetables. Due to no deeper information, we questioned what the term inspiration consists of and how it is interpreted by the participants of the survey. We therefore gained curiosity and included the aspect of inspiration within our research and asked the mothers how they are inspired during their practices towards purchasing, preparing or eating vegetables. Further we observed how the mothers within the supermarket were inspired by offers (as mentioned within the Analysis), and by taking these quantitative findings with us into a qualitative approach, we were able to get in depth information regarding, what the mother finds as feasible motivation strategy. For instance, one mother claims that if she has to be inspired, it has to be from her community or social network. If she is served food, by a friend or family member, something which she might not make herself, but if she likes it, she is more willing to try it out at home.

Practice theory has the potential to understand consumption as an on-going accomplishment, which is situated within multiple practices. Though, multiple practices have been challenging for us to investigate, the practices also work as a great potential to identify several practices and see how they all influence each other. We have during our discussion given examples on how our findings are able to be used within the future. As we have mentioned within our introduction, the aim of this study is not to make conclusions towards the most beneficial way to investigate consumption or conclude how we are able to increase the intake of vegetable within the consumer. Instead the aim has been to understand how the practices of shopping, cooking and eating dinner are influencing the mothers' vegetables intake, and so we have been able to identifying patterns of theme arising from our data set.

It is now time to bring closure to our thesis, this will be done by a brief conclusion, summing up the most important aspect of our thesis.

6

Conclusion

We have introduced and discussed our findings and it is now time to bring closure to our thesis. The last section is briefly going to conclude our findings. It is not our intention to make further discussions or argumentations of our findings, but instead we want to include those findings we find as the most important revealed during our research.

6. Conclusion

The aim of this last section, is to answer our problem formulation in order to make conclusions regarding our field of interest. The problem formulation builds on our pre-understanding, that low-income single mothers with young children, are not eating enough vegetables and that the everyday practices of shopping, cooking and eating dinner influence their vegetable intake. We have during our thesis answered our three sub-questions in order to gain information about the families, and in order to support our theoretical findings. One conclusion which for sure can be made, is that the study of consumption is complex, since it constitutes multiple practices which often are entangled within social constructions. Likewise, we are able to conclude that vegetables are not just vegetables, but are enacted as something, which has multiple existences, and therefore makes the study of vegetables complex. Regarding our low-income single mothers and their practices of shopping, cooking and eating dinner, we are able to conclude, that their practices are influenced by the four themes; *Meat, Economy/Sale, Childhood and Children's influence on the mothers*, therefore these themes are believed to influence their vegetable intake. Furthermore, supporting our constructivist position, we can conclude, that not only does the practices of food provisioning influence the mothers' vegetable intake, but also other everyday practices are seen to highly influence.

We can conclude that the chosen theoretical framework has provided us with an alternative insight, where we have been able to investigate the mothers' meanings, competencies and materials embedded within their practices. Further, our study provides suggestions for future investigations which are seen important within the field of low-income single mothers and their vegetable intake. As stated within our introduction, it is not our intention to investigate how vegetable consumption is able to be increased, however we believe that our study reveals some ideas to how it is possible to work towards a more insufficient intake.

Thank you for reading our thesis, we hope more work will follow!

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Appendix

Appendix 1 – E-mail

Appendix 2 – First Facebook Post

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Appendix 1: E-mail to Families Hus Send 23-01-2018

Kære Familiehuset

Vi er to studerende fra Aalborg Universitet i København der læser Integrated Foodstudies. Vi er på den afsluttende fase dvs. vi er ved at skrive vores speciale. Vi har tidligere taget en Bachelor i Ernæring & Sundhed.

Vi er i samarbejde med Landbrug & Fødevarer og Måltidspartnerskabet ved, at lave en undersøgelse omkring børnefamiliers indtag af grøntsager. Det er jo ikke en hemmelighed, at den gennemsnitlige dansker ikke spiser nok grøntsager, så vi vil derfor gerne prøve, at komme lidt mere i dybden omkring hvilke barrierer og muligheder der foreligger hos en børnefamilie i Danmark vedr. deres grøntsags indtag. Vi vil undersøge hvad det indebærer, at skulle handle ind, lave mad samt spise det. Til vores undersøgelse skal vi bruge 5 stk børnefamilier, der har lyst og mod på at deltage i undersøgelsen. Det vil kræve følgende:

At vi får lov at følge dem i et helt almindeligt dagsforløb (á ca. 2-4 timer);

Dagsforløb:

- Pre-indkøb/forberedelserne
- Indkøb af mad
- Tilberedning af måltid
- Spisning

Derudover skal vi bruge:

- Nogle generelle oplysninger på familierne, som laves skriftlig via e-mail, samt eventuelle mundtlig samtale hvis de har lyst til det.
- Vi skal følge familierne i det tidsrum der svarer til indkøb, tilberedning, spisning af mad (Vi integrerer os i deres hverdag via observation)
- Et opfølgende møde/interview hvor vi taler med familien igen.

Som tak for hjælpen vil vi efterfølgende give hver familie en lille gave.

Vi kræver ikke at familierne i forvejen har særlige vaner for køb og indtag af grøntsager og for os er det sådan set underordnet. Vi dømmes ikke nogle ud fra hvad de gør og hvordan de handler. Det vigtigste er, at familierne føler sig trygge og bare gør som de plejer i en helt almindelig hverdag.

Hvis I har nogle spørgsmål eller andet så er I meget velkomne til at ringe til os.

Mvh

Tenna & Anni

Appendix 2: First Facebook Post

Sent 13.02.2018



Familiens Hus, [redacted]

...

February 13 · 🌐

SÅ er vi endelig tilbage igen med Café Mødestedet på torsdag. Ses vi? 🥳

[redacted] har foreslået at vi laver byg-selv-burger og hjemmelavede fritter og den er jeg med på!

Vi hjælpes som altid ad med det hele, så sæt jer på en af posterne her: 😊

Madlavning [redacted] og ?

Borddækning:?

Afrydning: ?

Leg med børnene: ?

Meld jer til her i tråden eller på husets telefon 2119 6996 inden kl. 9.00 på torsdag, så vi kan nå at købe ind.

På torsdag får vi også besøg.

To specialestuderende fra Aalborg Universitet søger familier der har lyst til at deltage i en undersøgelse omkring madvaner i familiernes hverdag.

De vil gerne have lov til følge nogle af jer i et almindeligt dagsforløb bestående af en indkøbstur, tilberedning af måltid, samt spisning.

De to studeremde indgår i familiernes hverdag, så de skal ikke ændre på noget, vi vil blot følge dem rundt og stille et par spørgsmål.

For mere information kontakt Tenna [redacted] eller kom til fællesspisning på torsdag, hvor de deltager



Appendix 3: Second Facebook Post

Sent 21.02.2018



Hej alle 😊

nogen af jer har allerede mødt Anni og Tenna, de 2 speciale studerende fra Aalborg Universitet. De søger fortsat familier, der har lyst til at deltage i en undersøgelse omkring madvaner i familiernes hverdag.

De vil gerne have lov til følge familierne i et almindeligt dagsforløb bestående af en indkøbstur, tilberedning af måltid, samt spisning.

Anni og Tenna håber at kunne få lov til at indgå i jeres hverdag, så I skal ikke ændre på noget, de vil observere og stille jer et par spørgsmål.

For mere information kontakt Tenna [redacted] eller skriv en kommentar om at de må kontakte jer.

Dagsforløb:

Pre-indkøb/forberedelserne

Indkøb af mad

Tilberedning af måltid

Spisning

Appendix 4: Observation Schemes, Family 1, Anne & Jack

Conducted 12.02.2018

Practice: Shopping

Researcher: Anni & Tenna

Present: Anne, Jack

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
15.50	Bus stop	<p>Meeting at the bus, where Anne and her son is arriving with the bus.</p> <p>First Jack is getting off the bus, then Anne. The bus is crowded, so she is having a hard time getting out. Jack is waiting beside us</p> <p>All this is done while walking to the supermarked</p>	Bus Pram	<p>Introducing our self</p> <p>Getting allowance to take photo during the observation</p> <p>Making a short presentations of the process: Observing them during shopping, cooking and eating. Ask questions meanwhile to understand the</p>		<p>The meaning of meeting at the bus stop (and not in front of netto) was to ask demographic questions, Age, occupation, background, education etc.</p>

				situation		
15.58		Enter Netto with Jack - Jack walks beside the pram	Shopping basket (without wheels) Shopping list Pram	Vi skal købe fisk, fordi Jack gerne vil have fisk i dag		The practice of parenting - he is deciding what to eat
		Jack is walking around touching different food items, throwing around some of them crawling on the shelves	Mor "Hvad skal du have med i madpakke?"			
		Arriving to the "bakery-montre" Jack starts complaining because he is not getting what he want	Jack "jeg vil have ostebolle"			

		<p>“hunting” for gulepriser</p>	<p>She wanted to use her phone, here she had made an shopping list, but since there was no battery on the phone she could not use it</p>	<p>Gule Priser er ting der er sat på tilbud, nogle af dem er pga. de snart løber ud derfor er de sat ekstra ned</p>	<p>We ask questions about the “gulepriser” concepts, to get her words on what the concepts is about</p> <p>The reason for hunting for gulepriser, is due to economic circumstances (low budget, 1000 kr pr month)</p>
16.06		<p>Looking for fish, and afterwards looking for chicken</p> <p>Finding chicken,</p>	<p>Jack “Jeg vil have kylling”</p> <p>Mor “vil du gerne have Kylling, så må vi ned og se om de har kylling. De havde</p>		

			alligevel ikke noget billigt fisk ”			
		<p>Going to the counter (Kasse)</p> <p>Lifting Jack, so that he is able to reach the payment-equipment</p> <p>The mom is putting all the purchased food items down in the pram</p>	Dankort	<p>Mor “skal du hjælpe med at betale”</p> <p>Cashier “vil du have din bon med?”</p> <p>Mor “Nej tak, jeg får den på mobilen”</p>		
		<p>Heading home</p> <p>Jack wants to sit in the pram, the mother is moving the food items to the basket underneath the pram</p>		Jack “jeg vil sidde deroppe”		

		Smoking, while going home	Pram Cigarettes			
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Practice: Cooking

12.02.2018

Researcher: Anni & Tenna

Present: Anne, Jack, Anni & Tenna

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
16.29		The phone ringing - her sister	Phone			Talking about "PandaHjælpen"

16.30		<p>The mother switch the channel, so that Jack can watch Pokemon on Netflix</p> <p>Snacking (Chocolate)</p>	<p>Netflix (The child)</p> <p>Christmas Chocolate (From Donations - FødevarerBanken)</p> <p>Ramsløg</p>			
		<p>Start preparing food (OTHER PRACTICE; parenting)</p>	<p>Chopping board</p> <p>Knife</p> <p>Cooking pot</p> <p>Frying pan</p> <p>Fork</p> <p>Some spices</p> <p>Many different stuff took all the space on the kitchen table = Messy</p> <p>Lot of dishwashing was standing at the table</p> <p>Lots of non kitchen-equipment</p>			

		Boiling frozen vegetables	Pan			
				Food not mixed too much, must be separated on the plate		
		Cutting the cucumber Jack wants to participate, and is therefore sitting on the kitchen table - help taking the raw chicken on the frying pan	Chopping Board Knife Fork Frying pan			Parenting practice
		Cutting out the avocado Jack touches the avocado and the cucumber				Hungry?

		<p>Mother is making a bowl of avocado, cucumber and feta for Jack, a snack-bowl</p> <p>Jack is going in the living room, watching cartoons</p>	<p>Bowl</p> <p>Sofa, tv</p>	<p>Jack wants to taste the avocado and the feta</p>		<p>Snack Bowl for Jack</p>
		<p>Making a bowl of feta, placing it beside the bowl of cucumber and avocado</p>				
		<p>Taking a cola from the refrigerator and placing it in the living room</p>	<p>Bottle of 1,5 L Cola</p>			

Practice: Eating
12.02.2018

Researcher: Anni & Tenna

Present: Anne, Jack, Anni & Tenna

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
17.30	Kitchen	Mother is placing the food on the plates for the son and herself	2 of her own plates 2 plates borrowed (since she only had 2 plates, she borrowed some for us) Knife Fork Borrowed knife and fork Glass for the mother and son Unpacking new glass' for us (plastic glass)	Instructing us in taking plates and grabbing some food		

	living room	<p>We all sit down in the sofa around the sofa table.</p> <p>3 adults in sofa</p>	<p>2 plates 2 borrowed plates = Ekstra Cutlery (Visitors)</p> <p>Cups (Muhh)</p> <p>Netflix, tv ?</p> <p>Sofa Sofa table Sheets</p> <p>Toys on table Paper (Donated)</p> <p>Salt Ramson Cola</p>	<p>Guiding us to take some cola, which one belonged to her, and which one we could take</p> <p>Small-talk between the researchers and mother</p>		<p>Survival</p> <p>Enjoyment</p> <p>Dinner table occupied with mess. Placed against the wall = Not “in use”.</p> <p>(water was not an opportunity, we were only offered cola)</p>
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		<p>Jack is sitting at a “children” chair</p> <p>Cola (in which he spills quite a lot salt, but is still drinking it)</p> <p>The bag of Ramson gets pushed to by Jack, and is therefore all over the table.</p>	<p>an “adult” Plate with very much food (a big sized plate)</p> <p>Ramson (to spice the food)</p> <p>Cola</p> <p>Salt</p>			
		Child blows bubbles with soap bubble	Soap Bubble			
		<p>Jack is walking around, playing with toys, jumping at us (in the sofa)</p> <p>Not eating too much, doing</p>		Jack talking a lot about everything		Show of? We are new and interesting people visiting in his home.

		anything else than eating				
		The cat is walking around the table, in the sofa, on top of us				
		Done eating - the researcher offers to help cleaning the items used	all items used during cooking and during eating the food Towel to dry (since this is the only option)	Researcher "vi tager lige opvasken"		

Appendix 5: Observation Schemes, Family 2, Maria & Maise

Conducted 28.02.2018

Practice: Shopping

Researcher: Anni

Present: Maria (Mum), Maise (Daughter), Researcher

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
1	Rema 1000 by car	Enter shop Grabs a cart Mum wants daughter to sit in the cart. Daughter refuses.	Car Cart	Daughter: "Why not Føtex?" Mum: "It is too expensive"		

	Vegetable Department	<p>Walks through the vegetables.</p> <p>Looks at list.</p> <p>Child runs around all over and grabs many things.</p>	<p>Shopping list</p> <p>Meat</p> <p>Lemon, carrots, banana, pepper, apple, tomato, salad/spinach, orange, cucumber = single</p>	<p>Daughter: "Mum- This is fruits"</p> <p>Mum: "No it is carrots"</p> <p>Daughter: "I want banana"</p> <p>Mum: "Yes- I already took some"</p>		
	Bread Department	<p>Looks at the bread shelves</p> <p>Puts the shopping list in the pocket</p>	Pita Bread	<p>Mum: "Shall we have Pita Bread today?"</p> <p>Mum: "I think we will forget this shopping list"</p>		

15.5 7	Dairy Department		<i>Ostehaps</i>	Daughter: "Oh mum, Can I have this" Mum: "Yes"		
	Back to Bread Department	Forgets something	Buns	Mum: "Oh I forgot" Small-talk between mother and daughter		
	Dairy and refrigerated cabinets Department		Juice, cold cuts, sour cream, pate,	(Daughter wants everything and begs a lot)		
	Meat cabinet	Looks down in the cabinet very determined and grabs more meat	Minced meat			

16.0 1	Walks around	Looks after shampoo (Does not seem to know where it is)		(Daughter wants everything and begs a lot)		
	Shelf with shampoo	Finds Shampoo Grabs the shopping list again Walks through other corridors	Shampoo Shopping list			
			Cordial and soda Softener Washing-up tabs	(Daughter wants everything and begs a lot)		
				Mum: "We need to find protein bars"		

16.0 5	Line at check-out	Waits I line	Protein bar	(Daughter wants everything and begs a lot)		
16.1 0	Check-out Exit	Sorts articles, buys 3 plastic bags Pays and leaves the shop				
16.1 4	Car	Snacks Protein bar	Protein bar			

Researcher: Tenna

Present: Maria (Mum)

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
16.30	Kitchen	Emptying the bags, with purchased items Moving Maises bag from the kindergarten “Cleaning” the kitchen, moving all stuff not belonging to the kitchen	Bags Kitchen Chair infront of the window (door - terrasse-dør)			The chair and the cigarettes indicated she is smoking in the kitchen

		<p>Making avocado - "moser avokado"</p> <p>Blending fraish in the avocado</p> <p>Adding Lots of garlic</p> <p>Leaving it in the refrigerator</p>		<p>Mom: "Maise vil du have gerne have guacamole?"</p> <p>Mom to us "hun kan ikke lide hvidløg, men jeg laver alligevel en hvidløgsdressing, så må hun spise hvad der er. Så laver jeg nogle gange guacamole til hende i stedet"</p> <p>(OBS! - hun putter alligevel hvidløg i guacamolen, så det ender med at Maise ikke vil have den)</p>		
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				<p>Mom: “kan I ikke sige noget? Det er så mærkeligt at I bare sidder dér og glør”</p> <p>Researcher “ja, vi ved godt det er lidt mærkeligt, men det er en del af metoden. Men vi kan da lige spørger lidt ind til dig, hvis du er mere tryk ved det ...”</p> <p>Start asking demographic questions about her, and her past, and her current situation, to make the situation more comfortable.</p>		
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		Cutting out cucumber Maize in a bowl				

Practice: Eating

Researcher: Tenna & Anni

Present: Maria (Mum) & Maise (daughter)

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
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17.30	Kitchen	Eating all together around the table	Table Chair Pots Casseroles	Maise vi skal spise		
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Appendix 6: Observation Schemes, Family 3, Hanna & Agnes

Conducted 05.03.2018

Practice: Shopping Hanna

Researcher: Anni

Present: Hanna, child & Anni

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
15.19	Kvickly, Bakery Vegetable	Enters shop Eating "Handle-Bolle" Shopping Begins No free hands: Stroller and shopping list in one hand and basket in the other Leaves grip on basket for the first	Basket "Handle-Bolle" Stroller Libresse Shopping List Bread	Small talks/Baby talk/chit chat with the child Small talks/Baby talk/chit chat with the child		

15.22	department	time	Cucumber			
		Feels on several cucumbers before deciding	Spring onion	Small talks/Baby talk/chit chat with the child		
		Puts vegetable in small bag	2x pepper			
15.23	Meat/Cold meat department	Puts vegetable in small bag	Meat: ham, chicken bacon etc.			
			Milk	Laughing together with child		
			Egg			
			Cheese			
			Nuts			
15.27	Check-out counter	(impulsive purchase?)	1 big bag at counter	Small talks/Baby talk/chit chat with the child		
		Puts items on the conveyor belt	All items from basket			
		Tries to fit items				

15.29	Exit	under stroller (limited shape) - some items fall out again Walks home	1x big bag with items, stroller			
15.31						

Notes:

- Surplus of mental resources all the time
- Mentions that the child is always easy to do shopping with
- Normally she would bike to do shopping (In mornings after picking up child to daycare).
- She love to shop (I don't know where I got that from- written in my notes)

Practice: Cooking

Researcher: Anni

Present: Hanna , Tenna & Anni

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
16.00	Kitchen	<p>Cutting cucumber in smaller pieces</p> <p>Looking at the daughter, who is sitting at the table just beside the kitchen</p> <p>Placing the cucumber on a plate</p> <p>Washing up after cutting the cucumber</p>	<p>In general, very small kitchen</p> <p>Only one small, around 1,5 m table top. A small refrigerator, no stove, but instead a transportable stove with two kogeplader. Only 2 cabins and 2 shelf with different food items and books.</p> <p>A small oven (30 cm)</p> <p>Knife</p> <p>Cutting board</p> <p>Plate</p>	<p>Listen to music, singing a bit, even though her daughter is not listen to the music anymore, she still looking like she enjoys it</p> <p>Small talking a bit with us, but not much</p> <p>Is during the whole cooking session talking with her daughter (PRACTICE OF PARENTING).</p> <p>Finding some new toy for her, and putting away things she is not playing with anymore</p> <p>She is both cooking but going back and</p>		

				forth from her daughter sitting at the table and the kitchen		
		<p>Cutting out sweet pepper</p> <p>Washing her hands Placing them on the same plate as the cucumber</p>				
		<p>Cutting out Scallion (forårsløg)</p> <p>Placing it in a bowl</p>				

		<p>Socializing (ANOTHER PRACTICE) - is receiving a message on facebook, it checking it and answering it</p> <p>The phone is calling (facetime), answering the phone and talking with her brother. Her daughter is getting her phone, and they are all three of them talking together.</p>	Phone	Small-talk with the brother		She is comfortable in our situation?
		Finding the stove at turn it on				

		Looking at a recipe at her phone	Phone A special “phone-holder” (gør at telefonen ikke ligger ned, men står skrå, så skærmen er i en bedre position)			
		Making egg cake Putting egg in a bowl, with baking powder and whole milk Placing it in a bradepande and put it in the oven	Bowl Egg Small oven			
		Opening bag of cheese		Agnes “må jeg få peberfrugt” Mor “ja” giver hende et par udskåret peberfrugter Agnes “må jeg få ost?” Mor “nej”		

				<p>Agnes “må jeg få agurk”</p> <p>Mor “ja, det må du gerne” giver hende et par udskåret stænger agurk</p>		
16.45		<p>Opening the oven looking at the eeg cake</p> <p>Break</p>		Mor “nå, jamen så er der jo en pause”		
	In the living room - daughters room	PRACTICE OF PARENTING, sitting on the floor, playing with her daughter		Small-talking a bit with us, while talking with her daughter		
16.54	kitchen	Frying bacon and after that sausages - when done placing it in a bowl				

		Placing plates and glass on the table and all the food				
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Practice: Eating

Researcher: Anni

Present: Hanna, Child, Tenna & Anni

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
17.11	At the dinner table 1-room apartment,	Sets the table Sætter skål med grøntsager på bordet Lokker med bacon	Table, 2 chairs, 1 children chair chair			

17.18		<p>Child grabs a cucumber</p> <p>Child asks for spoon and mother gives her one</p> <p>Drinks a lot:</p> <p>Pointing on us (Researchers sitting in the sofa)</p>	<p>Milk Bacon Cheese Danish Omelette Bottle with water Cucumber sticks</p> <p>5 different bowls on table</p> <p>Milk</p> <p>Sofa</p>	<p>Child does not want food.</p> <p>Mother lures with bacon.</p> <p>"What is this"</p> <p>"Æggekage"</p> <p>"I am done eating. I want to see my doll"</p> <p>"No not now"</p> <p>"Mmm Bacon"</p> <p>"They should also eat"</p> <p>"Cheers"</p>		
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		<p>Drops spoon on floor.</p> <p>Beginning to see the sleeping doll.</p> <p>Finds a pear on the floor.</p>	<p>Spoon on floor</p> <p>Pearl</p>				
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Appendix 7: Observation Schemes, Family 4, Maria A. & Mads

Conducted 13.02.2018

Practice: Shopping

Researcher: Anni

Present: Maria A., Mads, Anni

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
15.53	Nette Vegetable department	Enters... Walks back = Takes a basket	Basket Banana Shopping list Pram (with child in) Cucumber	Quit		
15.56		Looking - To get inspired by something Shows child the ham and turning the pram so he can see. Gives him the ham to hold.	Rye bread (small) Ham Childrens Bear Ham	Mom: "Do you want this" Child: "Yes"		

		Looking - To get inspired by something?	Milk Yoghurt Frozen Strawberries Chicken Saftevand/squash			
15.58	Juice department			"SÅ!" (Like: Done!)		
15.59	Check-out	Line at counter		Smalltalk with child		
16.02		Items on "table"/bånd?	All items Counter 1 little bag	Child asks for candy Mom: "No"		
16.03		Waiting				
16.05		Turn to pay	Creditcard			
	Exit	Stores the bag under pram Exit	Pram Bag			

Notes:

- Mads har helt selv styr på sit pålæg - Hvad betyder det pålæg? (Meaning)
- Hun stiller klapvogn så Mads kan følge med i alt hvad hun skal til at vælge fra hylderne, monterne osv.
- Mads er generelt ret stille - og snakker kun ganske få gange.
- Køber 11 varer: Bamse Pålæg, hamburgerryg, rugbrød, agurk, yoghurt, 2x mælk, bananer, saftvand, kylling, frosne jordbær
- Går rimelig målretter til men går også lidt forvildet rundt nogle steder.
- Hvad tjekker hun på mobilen da hun til sidst stiller sig i kø? - Jeg glemte vidst at spørge i interview.
- Synes vi stod i kø længe... Men man er vel utålmodig.
- Målrettet efter hvor hun går hen i butikken - Ikke så målretter når hun når frem til den specifikke sektionen.

Practice: Cooking

Researcher: Anni

Present: Maria A., Mads, Tenna & Anni

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
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16.35	Kitchen	Placing “bulgur” in the pan with water, and star	<p>In general, Relatively new kitchen: Oven and microwave (integrated) Freezer and refrigerator (Half/half) 8 cabinet + 3 above</p> <p>Pan Water stove</p>	Talking a bit to her son, but since he is busy by playing, she do not integrate as such with him		
		<p>Cutting away the fat of the chicken (through it in the garbage can)</p> <p>Oil in the frying pan</p> <p>Cutting the chicken in smaller pieces</p> <p>Washing her hands after handling the chicken</p>	<p>Knife Cutting board</p> <p>Chicken breast in small pieces Frying pan Stove</p>	Nothing	<p>She knows how to move away, (probably in her perspective) “uneatable” stuff from the chicken</p> <p>She knows that the hands need to be washed after handling raw meat</p>	

		<p>Placing some of the chicken on the frying pan and the rest in a bag in the freezer</p> <p>Washing her hands</p>				
		<p>Washing up by hand the equipment she has been using, and some “old” things</p>	<p>Soap Opvaskebørste (ting til at stille det våde på, opvaske plade?)</p>			
		<p>Cutting cucumber, placing it in a big bowl</p> <p>Onion, cutting it in 2 half, looking at it, and throwing half of it in the garbage can. Cutting the rest of it in small pieces and place it</p>	<p>Knife Cutting Board Bowl</p>		<p>Knows that a “good” onion looks like, and what a “bad onion looks like.</p>	

		<p>in the big bowl</p> <p>Getting cheese from the refrigerator (canned cheese, looking like feta). Cutting the cheese in small pieces, and placing it in the big bowl</p>				
16.52		<p>Making saftevand, and place it in the refrigerator</p>	Big can/pot	<p>Calleth Mads “kommer du ud og vælger en tallerken? Mads: “Nej” “Skal mor bare vælge så” - Intet svar</p>		
		<p>Placing the bulgur in the big bowl, with cucumber, onion and feta</p>				

		Cleaning the pan and placing it were it belong in the cabin	No washing machine	<p>“Preparing”</p> <p>Mads - “Mads, vi skal spise lige om lidt”</p> <p>Mads: “jeg vil gerne se ramasjang”</p> <p>Mor: “nej, vi skal til at spise”</p> <p>Mads: “ramasjang mor”</p>		
	Living room	Bringing in plates and glass’ on the table				
	Kitchen	Mads is joining her in the kitchen and is taking the stool so he is able to reach the kitchen table		<p>Mads “op og se hvad du laver mor”</p> <p>Mor “du må gerne røre</p>		

				rundt i skålen, men forsigtig”		
		Leaving the kitchen with the frying pan with the chicken and the bowl and milk		Mor: “vil du have mælk”		

Practice: Eating

Researcher: Anni

Present: Maria A., Mads, (Anni)

TIME	LOCATION	ACTIVITY	MATERIALS	SAYINGS	COMPETENCES	MEANINGS
17.05	At home: Dinner table	Gives the boy bib on Eating	Bib Children chair Chair Table Milk	Child: “Gerne få mælk” Mom: “Vil du gerne <i>bede</i> om mælk?” Child: “Ærmerne op” Child: “Det er varmt”		Good manners Routine

17.07		Smalltalk	Water	Mom: "Hvad har du lavet i dag skat?"		
			Glas	Child: (Answers something)		
		Looking at each other	Children cutlery			
			Cutlery	Child: "Moar - Hvad laver du"?		
17.08			Bowl with food (Chit chat)		
17.10		Child: Burps and laughs		Mom: "Du må ikke bøvse"		
17.12		Hearing a sound from outside and child notices		Child: "Hov"		
				Chit chat		
17.14		Child spills something on the floor	Tissue to clean the floor	Mom: "Du spiller på gulvet skat..... mere mad?"		
				Child: "Nej"		
		Child point at a cucumber		Child: "Få også i Vuggestuen. Agurk"		Recognizable vegetable

17.16	Living Room	Child Leaves the table Mother leaves the table	Cloth	Child: "Tak for mad"		
17.17	Back and forth from Kitchen to dinner table	Tidy up the table Cleaning the table with cloth		Mom: "Vil du have mere mælk?"		Many tasks at the same time.
17.19		Doing the dishes Places child in front of TV (Ramasjang) Puts child's leftover in bin (Not much) Other leftover in fridge	Tv and remote Food leftover Bin Fridge	Chit chat about Frozen		
17.21	Kitchen	Doing the dishes Collects crumbs from the floor	Dishes Pan			Likes is clean

Notes:

- Few things on table

- Dinner small talk - Comfortable Dynamic
- Chit chatting - looking at each other
- Mor går op i at der skal:
 - Spises,
 - Tales pænt
 - Spise pænt, ikke spilde
 - Ikke bøvs
 - = Bordskik (Værdi?)

- Ærmerne op (Rutine)

Appendix 8: Transcription, Family 1, Anne & Jack

Conducted 20.03.2018

Researcher: Tenna M. Næsager (I = interviewer) & Anni Nørløv (I = Interviewer)

Family: Anne, mother (A) (Jack her son, did not participate)

I: Hvordan organiserer du normalt dine indkøbsture?

A: Hvordan jeg organiserer med dem?

I: Ja sådan fra start, forberedelse osv.

A: Altså nogle gange bruger jeg nogle af mine apps. Og andre gange, så ned og finde noget af det der er spændende. Ligesom da I var med nede og handle. Der var det hvad der lige lokkede.

I: Kan du fortælle om dine Apps?

A: Der er Netto appen. Der kan du gå ind og finde tilbuddene og så lægge dem i din indkøbsliste. Rema har samme app. Når du så swiper dem til den ene side, så fjerner den det du har købt. Men så samtidig inde i Rema appen kan du se hvor meget det bliver. Så du ved præcis hvad det bliver.

I: Har det nogen betydning for dit indkøb? Altså at du ved hvor meget det samlet beløb bliver?

A: Det er altid meget rart ik. Også hvis man står og skal handle stort ind, så ved man lige hvad det bliver. Så ved jeg på forhånd, jamen det bliver så og så meget. Jamen så er det det man skal bruge.

I: Hvordan bliver du inspireret nede i butikken? Du siger at du nogle gange lader dig inspirere når du er nede i butikken?

A: Jamen hvis nu jeg er i Netto, så min Netto den har ikke altid den pæneste grøntafdeling. Så hvis jeg så har en god dag.... og hvad der er af grønt der er spændende... eller af hvad der er på tilbud af kød. Altid gule priser.

I: Hvad betyder de for dig, de gule priser?

A: Det betyder jeg sparer. Altså når det er at man er fanget på en kontanthjælp og venter på at komme videre i systemet, så er det med at spare de steder du kan.

I: Hvad var dit madbudget om måneden?

A: Jeg tror vi ligger på omkring 1000,- om måneden.

I: Så det er rent til mad til dig og Jack?

A: Ja. Og så fx i sidste uge, der var jeg i Netto heromme (Peger i en retning), der købte jeg halvandet kg fars. Eller hvad hedder det, hakket svin, for 30 kr. Og så bliver det jo bare pakket ned i fryseren og lavet om til et eller andet ik.

I: Hvordan plejer du så at komme til og fra supermarkedet? Her sidst var vi jo med klapvogn og med Jack, var det normalt eller hvordan?

A: Det er unormalt. Normalt går jeg selv ned og handler. Hvis jeg bare skal handle småt ind, så bærer jeg det jo bare. Men for det meste hvis Jacks klapvogn er hjemme og jeg skal handle stort ind, så bruger jeg faktisk den som transportmiddel.

02:34

I: Planlægger du så hvad du skal købe? Nu havde du en liste eller en app her sidst men din telefon løb tør for strøm. Men planlægger du ellers hvordan du skal handle ind?

A: Det kommer an på hvad jeg har planlagt vi skal handle ind. Ligesom...hvornår var det...jeg tror det var i december. Der havde vi en journalist ude fra vores forbruger blad som så også viste mig den der. Hvad var det den hedder. Den hedder et eller andet stop spild. Men der kan du gå ind og sige, jeg har de der tomater ogdem tror jeg, jeg viste jer....Jeg har tomater og sådan nogle ting i køleskabet, hvad kan jeg så lave ud af det, for ligesom at få det til at blive en spændende ret....men stadig bruge alle....

I: Hvor ofte handler du så ind på en uge, sådan ca.?

A: Jeg tror 1-2 gange om ugen.

I: Og er det med klapvogn eller er det med....at du selv bærer det?

A: Ja både og. Enten med klapvogn eller at jeg selv bærer det.

I: Du nævnte et sted sidst hvor du handler lidt større ind.... kvickly.

A: Ja. Kwickly.

I: Ja. Hvordan kommer du så til og fra der.

A: Bussen.

I: Og hvor tit gør du ca. det?

A: Øh... Ikke så tit. Men det er nogle gange... jeg er medlem af deres sms klub... men så også nogle gange i Kwickly i byen ved siden af fordi de har bedre tilbud end hernede. Og så når de kommer med et eller andet stort tilbud, så fx har lige de haft oksecuvette...tror jeg det hedder.... hvor du

fik et halvt kg for 30 kroner. Og det er egentlig billigt nok. Så tog jeg derud for at købe det. For at vi ligesom også havde noget finere mad ik.

I: Og til fryseren eller?

A: Ja. Det er altid godt, at have lidt til fryseren.

I: Hvad mener du med når du siger finere mad? Hvad betyder det?

A: Det er jo ikke lige hver dag... i hvert fald ikke i vores budget... at vi sidder og spiser oksecuvette eller et eller andet vel. Det er jo noget der er fint. Sådan lidt luksus mad ik. Ellers så er det jo bare sådan hakket kød eller koteletter...kylling.... det kan også blive fint at lave, men sådan....

I: Spiser I det så til en bestemt situation når det er finere mad?

A: Det er bare hygge.

I: Er det i særlige sammenhænge når I har gæster eller?

A: Næh. Det er bare hygge. Ja.

I: Hvad får I til sådan en okse?

A: Øh. Hasselbagte kartofler. Sådan noget sovs og noget grøntsager. Hvordan det lige passer ind. Ligesom jeg har fundet ud af, at Kvikly i X- de laver sådan nogle grøntposer. Så skal du give 100 kr. for en grønt pose og så er der broccoli, rodfrugter, og alt muligt. Det køber jeg lige en gang i mellem. Så er der lige mad til næsten to uger.

I: Jack han var jo med sidst. Men....

A: Det er han jo normalt ikke. Så skal det være fordi han er syg hjemme ik.

I: Og hvordan kan det være?.....(stilhed) - at han ikke er med normalt.

A: Det så I da også lidt selv (Smiler). Men altså det der med at have små trætte børn med i et supermarked. Det er ikke altid lige lykken.

I: Hvordan tror du så det påvirker når du er nede og handle med ham?

A: Hvordan det påvirker?

I: Ja.... dit indkøb.

A: Det bliver måske bare mere stressende og skulle finde alle ting. Nogle gange.... hvis han ikke er træt, så er han jo nem nok at have med nede og handle og få handlet alt det rigtige ind. 06:06

Men jeg tror nogle gange, hvis du har et grædende barn, så bliver det ved med at spørge om et eller andet og så nogle gange får man jo smidt i kurven....ting man måske ikke havde på listen, fordi man ved det hjælper lige ik.

I: Sidst der handlede du fem seks ting ind i din kurv. Er det sådan normalt, eller var du påvirket af, at du ikke havde strøm på din telefon eller at Jack var med, var du påvirket af et eller andet?

A: Nej det var bare fordi, at vi ikke skulle have så meget.06:40 Det er ikke altid man behøves at handle stort ind. Selvfølgelig er det nogle gange billigere i længden.

I: Men to gange om ugen og så svarer det ca. til hvor mange poser?

A: Jeg bruger ikke rigtigt poser. Men...

I: Men når du går hjem, hvad bruger du så?

A: Klapvogn eller også så har jeg mit net (Viser stolt sit hvide stof-indkøbsnet frem). Der kan være mange ting i sådan et net.

I: Hvordan har du ham i tankerne, selvom du ikke har ham med ud og handle?

A: Altså fx hvis det er op til en weekend, der er det jo det eneste tidspunkt, at vi faktisk mest har rugbrød og pålæg derhjemme, fordi så er han hjemme hele weekenden og der skal ligesom.... han skal ligesom han nogle flere måltider ik. Så det er sådan lidt - Hvad kan han godt lide at spise. Fx ved jeg at han ikke kan lide grønne bønner. Så køber jeg ikke grønne bønner. Men så køber jeg måske noget broccoli for det ved jeg at han kan lide.

I: Vil du normalt prøve at give ham noget, som han ikke kan lide?

A: Ja jeg lokkede ham i...søndags... hvor vi var nede hos farmor. Og så sad han og så fjernsyn... han var så optaget at han ikke sad og spiste, for ovre hos farmor må man godt se fjernsyn mens man spiser. Så sad jeg og puttede bønnen på og kød på og så sagde han ikke noget. Så hvis jeg lavede de grønne bønner skjulte, så ville han nok spise det. For det gjorde han jo i søndags.

I: Så ellers plejer du, at gå efter noget af det han godt kan lide? Vi fornemmede sidst, at han ikke var så kræsen.

08:06 PAUSE - Spise mad

I: Hvilke varer går du typisk efter når du handler ind?

A: Jeg tror ikke der er noget typisk. For det meste skal man have noget kød. Og de fleste af mine grøntsager, det bliver jo frost grøntsager, fordi det er nemt og billigt. Og fordi jeg fandt ud af, det stadig er lige så sundt som det friske grøntsager.

I: Kan du fortælle noget om variationen af frost grøntsager?

A: Variationen af det?

I: Ja altså hvor mange forskellige du tager? Hvor mange du kan finde?

A: (Griner)

I: Bare ca.

A: Åh ja..... altså..... det kommer an på hvad vi skal have af mad ik. Hvis vi nu fx skal have frikadeller med kartofler så er det jo sådan en broccoli blanding. Med broccoli og blomkål i. Nogle gange hvis han skal have noget snack noget så skal han have de der edemame bønner. Eller også sådan noget.... Jeg ved ikke hvad det hedder... Jeg kigger da ikke på hvad det hedder jeg ved bare hvordan det ser ud. Ah men sådan en hvor der.... i broccoli blandingen er der broccoli, blomkål og gulerødder. Men de har også en hvor der er forskellige andre grøntsager i som fxhvad hedder de.... spirrer eller sådan noget?

I: Er det sådan en wok blanding.

A: Ja lidt ligesom en wok blanding. Den hedder bare ikke wok, den hedder noget andet.

I: Hvad så når du handler andre steder end Netto, er der så større variation af hvad du kan få eller?

A: Det er der jo, men det kommer an på hvad man går efter jo.

I: Ja og hvad går du efter?

A: (Griner). Det er bare nogle meget store spørgsmål. Det ved jeg ikke, det kommer an på hvad der er af penge ik. Fx hvis vi nu skal bruge noget frisk grønt, jamen så er det jo Kvikly, X hvor det er billigst. Og pæneste.

I: Så du køber også frisk grønt en gang imellem?

A: Ja. Jeg køber de store tilbudsposer.

I: Og primært kun dem?

A: Ja men nogle gange også bare sådan altså bare noget løs broccoli eller porrer. Alt efter hvad det er man skal lave. Der kommer også i frisk grøntsager 10:35 Det er bare mange gange tit de frosne fordi det er billigere.

I: Altså sidst købte du i hvert fald en masse friske....

A: Men det var også fordi, at det skulle være sådan...lækkert. Og der var noget pænt grønt ik.

I: Ja. Hvad er pænt grønt?

A: At det ser tilbydende ud. Altså - det hjælper jo ikke hvis du så bare kigger ned og det bare....
altså.....

I: Så noget friskhed?

A: Frisk og pænt.

(Liam vågner) 11:06

I: Oplever du så nogle udfordringer når du handler ind?

A: Med hvad?

I: Altså generelt nogle udfordringer, er der noget du synes der er udfordrende eller?

A: Det er jo nogle gange, hvis vi skal handle tungt ind. Det er jo så der, hvor jeg bruger klapvognen.

I: Føler du, at den ligesom kan hjælpe dig?

A: Ja for den tager læsset.

I: Føler du dig begrænset af den på nogen måde? Eller hvis du nu forestiller dig at du har en bil i stedet, tror du så, at du ville handle anderledes ind?

A: Så havde jeg nok bare brugt en indkøbsvogn...og en bil.

I: Jack vil på et tidspunkt, godt have nogle vindruer. Og så nævner du, at han skal tage de billigste. Er han ofte med til at bestemme....

A: Han får lov til en gang imellem at være med til at bestemme hvad for noget grønt og frugt det er vi skal have. Og han er selv med til... jeg spørger ham, hvad for noget grønt han vil have med i... eller.. frugt vil du have med i børnehaven i morgen. Og så siger han, jamen han vil gerne have kiwi og pærer. Jamen så er det jo kiwi og pærer.

I: Hvad betyder det for dig, at han får lov til at være med.

A: Jamen så lærer han jo også. Samtidig lærer han, at ting kan være dyre eller billige. Men samtidig lærer han jo også at være med til at handle det sunde ind. Og lærer hvordan det er man handler ind.

I: Så det betyder noget for dig, at han også er med?

A: Det giver ham nogle... kompetencer.

I: Og så nævner du at han har valgt, inden vi skal handle ind, at vi skal spise fisk. Og det bliver der så lavet lidt om på. Det ender jo så med at vi spiser kylling. Eller at du køber kylling. Hvordan kan det så være? - at han får lov til ligesom at køre agendaen her.

A: Fordi nogle gange er det jo sundt, at lade børnene være med til at vælge hvad man nu skal spise. Nu havde han lyst til fisk, men jeg tror faktisk han mente sushi måske i stedet for. Jeg tror nok det var derfor, han ikke ville have det andet fisk.

I: Hvorfor tror du, at det er vigtigt, at få dem med til at bestemme hvad vi skal have at spise?

A: For så ved man, at de spiser det. Men samtidig så lærer de jo også, at være med ude og handle og få en forstand på at ting koster penge. Så han ligesom også...samtidig er han også, for det meste, med i madlavningen, når han har lyst. Så lærer han.... så kommer han ikke til at være sådan et curling barn.

I: Så han skal ligesom også kunne tage noget ansvar?

A: Ikke sådan meget ansvar. Man skal heller ikke putte for meget ansvar på deres skuldre men lærer dem stille og roligt, fra barnsben af, så har de måske nemmere ved det, når de bliver større.

I: Har dine indkøbsvaner ændret sig i tidens løb?

A: Altså efter jeg blev mor. Så har det ændret sig meget ik.

I: Hvordan kan det være?

A: Fordi før havde jeg kun mig selv at tænke på.

I: Ja. Hvordan tænker du så anderledes nu?

A: Men det er jo det der med...før var der jo ikke et madbudget, det er der jo så nu. Og ligesom også med tiden, så fået flere og flere grøntsager med i.

I: Hvordan kan det være...det med grøntsagerne?

A: Jamen jeg har ikke altid spist alt for meget grønt selv inden jeg blev mor, og det er der jo så kommet mere på efter.

I: Ved du hvorfor?

A: Førhen der nogle gange, der var det nemmest, når man bare var sig selv og bare købe en frost ret eller et eller andet.

I: Hvad har inspireret dig til at købe flere grøntsager?

A: At blive mor.

(Misforståelse: Hører det som min mor.....)

I: Så spørger du Jack hvad han vil have med i madpakke. Du nævner så også sådan noget med, så spiser han også op, er der andre ting, der som ligesom gør at han får lov, at vælge selv?

A: Det ved jeg ikke. Jeg synes bare... Det hjælper jo ikke jeg giver ham en blomme med, hvis han ikke kan lide en blomme. Så er det måske bedre, at give ham en pære med når det er den han selv har valgt hvad han godt vil have med.

(Snakker lidt om blommen han købte i Netto sidst) 15:27

I: Han vil også godt have en ostebolle imens vi handler ind. Og det får han ikke lov til, hvordan kan det så være?

A: Fordi der er ikke nogen grund til, at give 10 kroner for en bolle med ost på.

I: Så det er noget økonomisk.

A: Ja men om jeg så havde pengene, så kunne jeg ikke se nogen grund til, at skulle købe en eller anden ostebolle.... du ikke ved.... altså jeg har ikke noget imod at købe rugbrød der er færdigproduceret eller et eller andet. Men jeg kan godt lide, at bage tingene selv. At købe sådan en ostebolle, du ikke ved hvor mange, der har gramset ved den dag. Den er ikke pakket ind ogdet er sådan... nej. 16:06 Det kan godt være han nogle gange får lov nåren veninde har ham med nede, men jeg siger nej.

I: Da vi så starter med at handle ind, så træder du ind i grøntsagsafdelingen, som er det første, og du begynder sådan lidt at kigge rundt... hvordan har du struktureret hvad du skulle købe der?

A: Jamen der havde jeg jo lavet en indkøbsliste.

I: Som var på telefonen...

A: Som løb tør, men så er det jo med at prøve og huske indkøbslisten ik.

I: Så du prøvede lige at memorize hvad det var?

A: Ja.

I: Jack finder en blomme og kigger lidt rundt og han finder nogle vindruer. Lader du dig nogle gange inspirere... nu er han jo ikke så tit med, men når du er alene lader du dig inspirere på nogen måde når du er i grøntafdelingen.

A: Det kommer an på hvad der ser godt ud.

I: Så igen friskhed?

A: Ja. Friskhed og udseende.

I: Så ryger vi videre til madlavningen.

17:00

I: Hvordan plejer situationen at se ud, når I kommer hjem fra indkøbsture?

A: Så plejer Jack nogle gange at gå i stuen, eller også går han med ud og hjælper. Øh... og så... og så... hvis han er med ude og handle ik. Så prøver jeg at placere ham foran fjernsynet.

I: Hvordan kan det være?

A: Fordi det er nogle gange nemmere hvis han er træt på forhånd. Og så lige placere ham der og så selv lige... hurtigt få ordnet tingene og så.... kastet det i ovnen. Eller hvad det nu er man skal lave ik.

I: Har du tidsbegrænsning føler du, eller hvad er det lige der gør, at han skal have lidt to på imens du laver maden?

A: Fordi jeg ved, at han er sulten og han er træt. Og han skal et eller andet sted, bare have noget mad og..... og blive gjort klar til natten ik.

I: Han fik lov at hjælpe til, her da vi var der sidst. Hvad betyder det for dig, at han kan hjælpe til, med at lave maden?

A: Det lærer jo ham at lære at lave mad. Og sådan som det jeg sagde før, jamen så lærer han det hjemmefra. Så han ikke står lige pludselig.... på et eller andet curling barn når han bliver 20 og ikke kan finde ud af, at koge et æg, ik.

I: Hvorfor synes du, at det er vigtigt?

18:11

A: Fordi hans far er et curling barn.

I: Han skal ikke være ligesom far.

A: Nej. Nu er jeg jo selv lært hjemmefra at smøre madpakker og lave mad og sådan noget fra jeg var 6 eller 7 år. Og det har jo ..(?). så jeg kan lave mange ting nu, så måske nogle af de

jævnaldrende der har haft en guld eller sølvske i røven og ikke lavet så meget. Og det er derfor.... det er sundt for børnene at være med.

I: Så i fremtiden....

A:... Både for deres fremtid, men også de lærer ... altså... Hvor kommer maden fra. Der er vi jo på bondegård en gang om året. Sidste år der var vi jo så ude og kigge på malkekøer, men så fandt han ud af, hvor kommer mælken fra. Når der er åbent landbrug. Så lærer han ligesom...at tingene... det er ikke noget man bare lige.. dukker op.

I: Han fik noget snack inden vi skulle spise....

A: Lidt meget usund snack ik? (Smiler).

I: Ej men han var jo over det hele jo, det var både chokoladen, så var det feta, så var det agurker.... Han fik en lille skål med et eller andet eller noget ik? Så det var jo ikke kun usundt, han var allround. Plejer han at få lov til at snakke?

A: Ja.

I: Hvordan kan det være?

A: Fordi så nogle gange... der er det jo fordi han er træt. Men det kan lige så godt være, at det er fordi at han mangler noget. Og han spiser jo også pænt til aftensmad alligevel. Jamen så kan han lige så godt få noget snack imens han venter. Fordi det gør hans ventetid mere behageligt - og så har man ikke sådan et barn der løber rundt og skriger efter en og de er sultne.....Så det er for at komme tingene i forkøbet ik.

I: Og hvad tid er det I plejer at spise?

A: Det er forskelligt. Altså i går spiste vi halv seks. Men for det meste... jeg prøver at få det til at være inden seks fordi der er han altså rigtig træt, hvis han ikke har fået nogen middagslur.

I: Ja. Og det gør han ikke så tit mere vel?

A: Nej. Man kan ikke presse børnehaven til det.

I: Nej. Jeg er i samme situation. Kender det godt. Kan du godt lide at lave mad?

A: (?)...Ja. Og så nogle gange, kan man jo lige pynte det lidt, så det bliver endnu bedre ik.

I: Hvad kan du godt lide ved det? 20:20

A: Det ved jeg ikke, jeg synes det er hyggeligt at lave mad. Det er jo ligesom det med at bare, der er bare sådan et eller andet hygge ved det.

I: Du bager også tit har jeg hørt (Smiler). Kage til 100 her sidst.

A: I torsdags. Jeg lavede en øh..hvad hedder det...en chokolade, kakao kage, (?) ... kalde det kakao kage, fordi der er kakao i ik. Og så en æblekage.

I: Hvem har lært dig, at lave mad?

A: Det har jeg hjemmefra. Fra min mor.

I: Kunne din far lave mad eller.. var det kun din mor?

A: Det har altid været mor. Og så min barndomsvenindes far lærte os også at lave mad. Han lærte os så også hvordan en skudt fugl så ud ik. Han var jæger.

I: Så det var også hvor den kom fra, et eller andet sted? Hvilken betydning har mad i dit liv?

A: Du.. skal jo have mad for at fungere. Men....Jeg har jo så fundet ud af, hvis du ikke spiser det rigtige mad, og sørge ligesom for at få fyldt depoterne op på den rigtige måde. Så er man jo bare træt hele tiden i stedet for.

I: Kan du forklare hvad ikke rigtig mad er?

A: Jamen... altså jeg har jo. For det meste kører jeg efter T-tallerkenen ik. Hvis du kender den?

(Lidt snak om T-tallerken, da vi ikke kender den) - hun demonstrerer den på bordet.

A: For grøntsagerne har jo også en masse egenskaber, der går ind og hjælper kroppen.

I: Hvor har du det fra?

A: Diætisten. Og så også sørge for... altså jeg snacker jo også i løbet af dagen, på den gode måde.

I: Hvad er den gode måde?

A: De sunde ting. Grøntsager eller frugt eller hvad jeg lige har ik.

I: Hvad betyder det for dig, at du kan det?

A: Det sørger for at jeg holder mig kørende. I stedet for at man lige pludselig går sukkerkold eller et eller andet.

I: Du nævner selv på et tidspunkt at der er rodet hjemme hos dig. Hvilken påvirkning har det på selve madlavningen?

22:41

A: Jeg tror... Der prøver jeg altid at sørge for, at køkkenbordet er ryddet. Ligesom at prøve at få ting hen i vasken efterhånden som man er færdig med at bruge det ik.

I: Og så undrer vi os over, hvordan kan det være, at du ikke havde mere en to sæt service? Du havde lånt noget fra families Hus.

A: Det er Familiens Hus. Det er fordi at det ikke er så tit, at vi inviterer gæster hjem. Jeg er bare vant til bare at sørge for, at der skal være til mig og Jack. Altså. Og så det bare sådan. Jeg ved godt, at de fleste, de har til 10-12 mennesker, men nogle gange er det bare hyggeligere at komme ud til folk.

I: Ja. Og besøge folk eller?

A: Jamen også fordi min... en af mine veninder siger også: ej men der er roder. Og hvis man skal høre på det, hver gang der kommer gæster.. okay her roder lidt, men sådan er det altså.

I: Men dig og Jack I klarer jer.

A: Ja.

I: Hvordan har din madlavnings rutiner ændret sig gennem årene. Måske bare for seks syv år siden hvordan du lavede mad i forhold til nu?

A: Der lavede man mad da man var sulten. Nu er det jo lidt mere rutinepræget. med Jamen. Når det er weekend eller ferie, jamen der ved jeg jo at Jack han plejer at få morgenmad, det gør han jo også til hver dag, og så skal han lige der ved ni-tiden have noget knækbrød, for det har han fået nede i børnehaven og så igen frokost og aftensmad og sådan nogle ting ik.

I: Ja hvad har det af betydning for din madlavningsglæde, nu når du godt kan lide at lave mad?

A: Ikke sådan rigtig noget. Næh.. Det er bare blevet mere rutinepræget end det har været før. Så førhen der kunne man måske vente til sent på aften når man først blev sulten der og lave mad ik. Det kan du ikke nu med et barn i huset.

I: Nej. Der er mere en tidsramme man skal overholde.

A: Ja.

I: Oplever du så nogle udfordringer i forhold til, at skulle lave maden?

A: Det er måske bare nogle gange at det kan blive lidt tidspresset, at få det hele til, at blive færdig på samme tid ik. Ligesom kyllingen den drillede lidt sidst med at den ikke rigtig.

I... ville blive færdig. Laver du nogle gange nye retter i forhold til dem du kender?

A: Jamen det er jo der hvor jeg prøver at lave det der stop madspild appen. Fordi så kan jeg bruge det, jeg har i køleskabet og så er det jo en ny opskrift der kommer frem.

I: Ja. Kan du godt lide, at kaste dig ud i nye ting?

A: Ja. Så finder man ud af om man kan finde ud af det eller om du fejler ik.

(Støj fra Køkken/Blender = pause)....

I: Hvor får du mest din inspiration fra til at lave nye retter osv.?

A: Facebook.

I: Facebook. Hvad sker der, der?

A: Der er nogle gange så., det kommer der op på ens Facebook .. sådan... startside.. Så kommer der op hvad folk har skrevet, eller folk der har delt nogle retter. Eller fordi, at Facebook ved man har været inde og kigge på nogle retter, så kommer der et eller andet nyt op.

I: Ja der kommer nogle gange nogle lækre ting op og kager og alt muligt mærkeligt...

A:... (afbryder) men også sund mad.

I: Ja det er også rigtigt. Hvad prioriterer du så når du laver mad?(stilhed)... Nu nævnte du din T-tallerken, er der andet du sådan prioriterer?

A: Prisen. Og så sørge for ligesom at finde ud af, at lave det billigt. Billigt men godt.

I: Du nævner på et tidspunkt, da vi er hjemme hos dig, at maden ligesom skal separeres på tallerkenen, så det ikke er blandet helt sammen.

A: Det til Jack.

I: Det til Jack. Okay. Hvordan kan det være?

A: Nu har du selv børn (smiler). Kan din datter godt lide, at få blandet tingene sammen?

I: Nej. (Griner). Men hvad tror du, at det gør ved ham, at du ligesom deler det op?

A: Så spiser han mere. Altså han får jo spist. Og så sidder han ikke og skaber sig over at han ikke kan lide (?) det andet når de ligesom er delt op.

I: Ah men det er klassikeren. Jeg giver dig helt ret.

A: Nu fik du bare lige et modsvar (smiler).

I: Ja. Men igen, det er jo det med at man gerne vil have respekt for dem, og ligesom også sige, jamen så kan du også få lov at vælge hvis det så hjælper på, bla. på konflikterne, men også at de så spiser mere, som du selv nævner. Så jeg kender det udmærket. Kan du nævne 3 favorit retter i laver i hverdagen?

A: Jo altså... I går der lavede vi øh, kylling. Der tog jeg og tog nogle kyllingebryster og slicede dem op på midten, og puttede lidt hvidløg og lidt ramsløg ind i, det har nogenlunde samme smag, men også noget salt og sådan noget, så puttede jeg mozerella ost ind i. Og så lige (?) serino skinke og puttede rundt om. Og så lige lavede nogle kartofler til.... og lidt grønt.

I: Er det sådan en basisret eller er det bare et eksempel på?

A: Nu det hvad vi lige har spist ik. Altså. Ellers er det mange gange, så er det et eller andet spaghetti kødsauce med skjulte grøntsager eller et eller andet. Nu når vi snakker om det, jeg har ikke sådan favorit retter på den måde. Jeg prøver bare og....

I: Du virker også ret åben for nye ting kan man sige.

A: Ja. Jeg prøver bare at sørge for, at få lidt forskelligt. Men spaghetti kødsauce, det er jo en klassiker i de fleste børnehjem. 28:15

Eating:

I: Ja ja ja... Hvor ofte spiser I sammen i hjemmet.... hvor mange måltider?

A: øh... hver aften.

I: Og hvad med morgenmad?

A: Også ... han spiser morgenmad. Det er ikke altid, jeg lige er sulten. Men så lader jeg som om jeg spiser morgenmad. Så han også spiser... (griner).

I: Hvordan kan det være at du serverer maden ude i køkkenet? Altså vi går ud i køkkenet, og så får vi lov, at øse op. Hvordan kan det være?

A: Men det... hyggeligere end at have sådan nogle store gryder stående inde på et bord.

I: Ja. Så noget med noget hyggeligt.

A: Og så er det sådan jeg selv er opdraget. At man henter maden ude i køkkenet. Og så tager man den med ind til bordet. Medmindre det fx er Jul eller Påske og man holder påskefrokost eller julefrokoster eller spiser julemad sammen. Men ellers så man henter ude i køkkenet og så går man ind i stuen.

I: Vi så at du havde et spisebord.

A: Det bliver aldrig brugt.

I: Hvordan kan det være?

A: Fordi det bliver brugt til tøjbord (Griner). Tøj og puslebord.

I: Hvordan kan det være?

A: Det ved jeg ikke. Jeg synes bare det er hyggeligere at sidde nede i sofaen.

I: Ja. Ser I nogle gange fjernsyn, når I spiser?

A: Nogle gange.

I: Ja.

A: Men det er hvis det er, at jeg ikke kan få ham til at spise. Så kan jeg hurtigt få ham til at spise, hvis han sidder og laver et eller andet samtidig?

I: Oplever du så nogle udfordringer, ved at I skal sidde og spise?

A: Nogle gange, kan det også være, at han slet ikke spiser, hvis fjernsynet er tændt, ik. Nu skal fjernsynet også lige gide at virke før...

I: Der var noget med noget internet sidst kan jeg huske.

A: Ja. Den har lidt sit eget liv.

I: Hvordan spiser du grøntsager oftest? Vi har snakket rigtig rigtig meget om frost, som jo så bliver kogt. Men spiser du nogle gange rå grøntsager?

A: Ja.

I: Ja. Hvilke?

A: Sådan noget snackpeber. Og agurker og gulerødder.

I: Og Jack han gik rundt og legede da vi sad og spiste. Er det noget han sådan tit gør eller?

A: Nogle gange, men det gør det også nemmere at få ham til at spise, men samtidig var det lidt underligt for ham måske at have to gæster på besøg.

I: Der var noget legetøj, der lige skulle vises frem i hvert fald (smiler). Sæbebobler og tju-hej. Det havde helt sikkert en indflydelse på det. Det er jeg sikker på. Og han spiste heller ikke så meget mad den dag. Eller hvordan vil du vurdere det?

A: (Griner). Det kan jeg ikke huske. Spørg mig halvanden måned efter om hvad barnet spiste

I: Ja. Det er også helt okay.

A: Men altså, han er både, nogle gange spiser han meget, andre gange spiser han lidt.

I: Okay. Men du har generelt ikke noget problem med det sådan oplever jeg?

A: Nej han kan godt tåle nogle gange, ikke at spise så meget.

I: Jeg synes også at han var pænt omkring den tallerken, altså han smagte på det hele.

A: Ja. Men det er jo netop fordi, at det er delt op.

I: Hvad skulle der måske til, for at I kunne inkorporere flere grøntsager i jeres hverdag?

A: At de var billigere.

I: Billigere. Mmm.. Noget med noget pris? Ja. For inspiration kan vi høre, at du får lidt forskellige steder fra... sociale medier... og...

A: Jeg har prøvet at lave en hel Hokkaido. Fordi den var med i den der grøntsagspose ude fra Kvickly

I: Okay. Så blev du lige tvunget til, at prøve noget nyt. (Smiler). Ja. Oplever du ellers nogle udfordringer, når du skal spise grøntsager? Er det sådan kun økonomi, eller er der nogle andre ting du kan nævne? 32:08

A: Næh. Jeg spiser selv alle grøntsager. Det er bare økonomien i det, der nogle gange kan blive meget.

I: Ja. Godt nu er jeg igennem det sidste.

Appendix 9: Transcription, Family 2, Maria & Maise

Conducted 28.02.2018

Researcher: Tenna M. Næsager (R = researcher) & Anni Nørløv (R = researcher)

Family: Maria, mother (M) & Maise, daughter

R. Du fortalte at der skulle handles meget ind i dag – hvor stor en indkøbsdag var det for dig i dag?

M. Det var faktisk et lille indkøb

R. Det var et lille indkøb?

M. Ja. Det blev ikke så stort – Jeg blev lidt presset

R. Hvad blev du presset over?

M. Jamen det er når jeg har hende med og du gik og skrev... Det var en lille en. Men jeg fik det meste på sedlen, så det fint.

R. Ja jeg skulle til at sige - Hvad med listen, nåede du og...

M. Ja – Jeg fik faktisk det meste

R. Okay. Tager du normalt en indkøbskurv eller vogn ligesom du gjorde i dag?

M. Kurv

R. Kurv?

M. Ja – Jeg er rigtig dårlig til at handle stort ind.

R. Hvorfor tog du så en vogn?

M. Fordi jeg skulle have mere

R. Okay. Når du har hende med, plejer hun så at sidde oppe i den?

M. Ja

R. Det gad hun bare ikke lige i dag?

M. Ikke i dag.

R. Du virkede sådan meget målrettet da du gik ind i butikken...

M. Det er jeg også.

R. ...Det første kiggede du ikke rigtig på – Du gik direkte ind. Hvad var det du gik efter sådan helt præcist?

M. Øh grøntsagerne

R. Ja – grøntsagerne?

M. Ja

R. Hvad havde du af grøntsager på listen?

M. Salat, agurk, tomat, **Maises** frugt.

R. Hun har frugt med i børnehaven?

M. Ja

R. Er det klokken ti mad eller formiddags....

M. Klokken to

R. Okay klokken to. Eftermiddagsfrugten. Så stod der, det ved jeg ikke lige om du lagde mærke til, men der stod et lille montre midt i grøntsagsafdelingen med kød. Var det et impulskøb eller...?

M. Næh der stod kylling på min indkøbsseddel så den tog jeg lige.

R. ... Og den lå lige der. Jeg lagde mærke til, at du købte løse frugter. Altså ikke en hel pose æbler – Hvordan kan det være?

M. Det er fordi vi når ikke at spise det inden det bliver for kedeligt.

R. Okay. Maise tog selv fat i gulerødder og bananer og du havde jo også taget noget af det. Tror du at hun har indflydelse på dine indkøb?

M. Det har hun ikke. Men der stod gulerødder på min indkøbsseddel så det var rimelig godt, at hun gjorde det. Jeg er rigtig god til at sige, det vil jeg gerne have, og så siger jeg – okay det må du gerne få. Altså de smoothies jeg købte til hende.

R. Som til frugten i børnehaven eller?

M. Ja eller du ved... Når vi kommer hjem

R. Og snakke..

M. Ja.

R. Jeg hørte at I snakkede om Føtex. Handler du nogle gange i Føtex?

M. Altid.

R. Hvor ligger den henne?

M. Ovre i City 2. Men det er jo fordi, når jeg ikke har bil, så er det nemmere at tage bussen 3 stop til City 2 og handle.

R. Med eller uden? (Peger på **Maise**).

M. Helst uden.

R. Helst uden. Hvor tit er hun med – sådan ca. ?

M. Det er hun jo ret tit ik.

R. Er det en gang om ugen eller hver anden måned?

M. Ej okay – 2 gange om ugen måske.

R. Og hvor tit handler du ind i løbet af en uge?.. ca.?

M. Hver dag. Jeg er så dum til det der at lave en liste, så jeg har til hele ugen. Virkelig dum.

R. Hvad betød økonomi for dig fx i dag for dig?

M. I dag? Det er vigtig for mig, at jeg prøver så vidt muligt, at tage det billige men jeg vil heller ikke gå på kompromis med min mad.

R. Hvorfor?

M. Det er noget jeg skal spise. Det er noget mit barn skal have i sig. Det må godt være øko når det er billigt.

R. Så nævner du også Nemlig. Så der er Føtex, Nemlig og vi har Rema 1000. Hvor tit er du i den Rema 1000?.

M. Det svinger.

R. Men af og til?

M. Ja.

R: Nå men vi har Føtex, Nemlig og vi har Rema 1000. Hvad foretrækker du?

M. Jeg vil allerhelst i Fakta. Men det ligger helt nede i byen. Der er jeg simpelthen for doven og tage bussen ned.

R. Og hvorfor vil du det?

M. Det ved jeg ikke. Jeg kan bare godt lide Fakta.

R. Er det et sted du tit har handlet?

M. Ja – og så kan jeg også godt lide Føtex, for der kan jeg få alt hvad jeg skal have.

R. Men der var noget økonomisk i dag? – Føtex nævner du er lidt dyrt.

M. Ja. Men det er fordi hvis jeg altid handler i Føtex, så handler jeg altid for over 500 kr. Selvom jeg ikke synes jeg har taget særligt meget. Men det er fordi, at jeg er rigtig dårlig til, at kigge på priser. Jeg burde blive bedre.

R. Går du på tilbudsjagt nogle gange?

M. Ja det kan jeg godt.

(Maise kommer ned til bordet – og sidder sammen med os. Hun er ked – har slået sig)

R. Hvordan ville dit indkøb have set anderledes ud i dag, hvis du skulle tage fx bussen eller toget?

M. Så havde jeg ikke handlet så meget. Så havde jeg ikke handlet skyllemiddel og (barn afbryder).

R. På hvilket tidspunkt af døgnet handler du mest ind?

M. Når jeg har fri fra skole, fordi der ligger en Føtex lige ved siden af.

R. Ah. Det er den der ligger ved torvet.

M. Ja. Så det er lige på vejen. Og så er jeg fri for at handle, når jeg har hentet hende.

R. Så tirsdage og fredage er gode dage. På et tidspunkt da vi er ude og handle siger du, ej nu glemmer vi bare den her liste. Hvorfor gør du det?

M. Det er fordi jeg aldrig har liste med. Jeg hader at følge en liste. Jeg bruger heller ikke opskrifter til noget.

R. Hvorfor havde du en liste med i dag så?

M. Fordi der var en masse ting jeg skulle huske. Og jeg huskede de vigtige ting.

R. Bruger du nogle apps eller andet til inspiration?

M. (Ryster på hovedet)

R. Ingenting? Nej. Hvor får du inspiration fra til madlavning?

M. Mig selv.

R. Dig selv? Og hvor tror du, at du har det fra? Hvad er du inspireret af? Måske hjemmefra eller?

M. Nej ikke rigtigt. Jeg træner meget, så jeg går meget op i min træning.

R. Hvor tit træner du?

M. Så tit jeg kan.

R. Hvorhenne?

M. Lige herovre på torvet.

(Lidt mere snak om fitnesscenter - udeladt)

R. Så sundhed betyder noget for dig?

M. Ja det gør det. (barn afbryder).

R. Jeg lagde mærke til at **Maise** også tog nogle ting i vognen – Er det ting du normalt ville købe til hende eller var der ren og skær impuls?

M. Det var de der smoothies bl.a. Det kunne jeg godt købe til hende også selvom hun ikke var med.

R. Og ostepaps?

M. Ja. Ej jeg fjernede den der leverpostej hun tog.

R. Ja leverpostej – Hvorfor gjorde du det?

M. Fordi den er ikke så lækker. Og den spiser hun heller ikke altså. (barn afbryder).

R. Hvor meget involverer du hende i dine indkøb? - Altså både før, imens og efter?

M. Meget. (barn afbryder).

R. Ja. Hvordan involverer du hende?

M. Ligesom i dag – der er det hende der har valgt hvad vi skulle have. Ja og nogle gange gør jeg det selv. Så må hun spise hvad der bliver serveret. Nu er hun bare så stor, at hun gerne må have noget at sige. (barn afbryder).

R. Jeg lagde mærke til, at du også inddrager hende når I er nede at handle. Så siger du; nu skal vi have.. Du siger det næste vi skal have. Nu skal vi have shampoo eller ... (barn afbryder)... og så spørger du hende også ind til de forskellige varer. Hvordan kan det være?

M. Hvorfor skulle jeg ikke gøre det?

R. Ja – Why not.

M. Altså hun er jo med. Så det nytter ikke noget, at jeg bare går i min egen verden. Så selvfølgelig skal hun da inddrages. Så hun ved hvad der skal ske.

R. Efter du har lagt sedlen væk. Lige pludselig så kommer den frem igen.

M. Det var fordi jeg lige skulle huske skyllemiddel og det der

R. Kunne du fornemme, at der var glemt noget eller?

M. Ja.

R. Hvordan vil du vurdere dagens indkøb? Altså lignede det en normal seance for dig eller var den påvirket af forskellige ting?

M. Det var som den plejer.

R. Så selvom vi havde kørt i bil derned... (barn afbryder)... Det var måske anderledes eller hvad?

M. Ja. Ja ja – altså nu var jeg jo i bil i dag. (barn afbryder).

R. Og så fik hun snack i bilen. Er det også noget der er normalt?

M. Ja.

R. Hvordan organiserer du, sådan helt lavbasis, dine indkøbsture normalt? (Stilhed)... De første tanker du gør dig?

M. Hvad skal jeg have at spise.. Hvad mangler jeg.. Og så går jeg bare målrettet efter det.

R. Okay. Og normalt ikke lister?

M. Nej. Jeg gider det simpelthen ikke. Jeg kan det ikke. Jeg køber altid alt andet. Ikke at jeg laver impuls køb men... igen ... Jeg bruger heller ikke opskrifter når jeg bager. Det er bare på "*Gefühlen*".

R. Kan du nævne 3 retter der går meget igen herhjemme.

M. Spaghetti med kødsauce, pitabrød.. (barn afbryder)... Kylling. (barn afbryder).

R. Nu nævner du kylling. Hvordan ser fordelen ud på tallerkenen når du skal lave en ret med kylling? Tilbehør osv.

M. Det kommer an på hvad humør jeg er i. Det kan være ris eller det kan være kartofler og så er der altid broccoliblanding og broccoli eller salat eller..

R. Hvad er en broccoliblanding?

M. Det er broccoli, blomkål og gulerødder?

R. En frost?

M. Ja. (barn afbryder).

R2. I forhold til frost – Er det primært frost du køber, når du køber grøntsager eller?

M. Nej det er kun broccoli blandingen og mine bønner.

R2. Hvad plejer du ellers at købe af grøntsager?

M. Porrer, majs, agurk, tomat, salat. Jeg er meget kræsen på mine grøntsager.

R. Okay. Hvordan kan det være?

M. Det ved jeg ikke. Nok fordi jeg aldrig rigtig har fået det helt som barn. Ja. Så det er meget basic det jeg spiser. Men det er jo fint. Du kan lave mange lækre ting alligevel.

R. Er det smagsmæssigt eller?

M. Ja. Jeg synes meget smager rigtig dårligt.

R. Hvad med tilberedningsmæssigt? Er du udfordret der?

M. Næh – jeg kan godt finde på alt muligt. Ja ja. Jeg kan stege til tider mine bønner på panden med lidt olie og hvidløg. Ellers så kan jeg lide asparges med bacon lavet i ovnen. (barn afbryder).

R. Hvor har du lært alle de ting fra?

M. Selvlært.

R. Hvordan?

M. Selvfølgelig har min mor også lært mig at lave noget mad ik – men primært er det jo bare noget jeg gør. Når jeg står under maden.

HALVVEJS: 11.37 min.

R. Hvad med veninder og sådan noget – har de inspireret dig?

M. På nogle ting måske. Ikke vildt meget. Jeg tror mere, at de bliver inspireret her. Fordi jeg altid laver varmt mad.

R. Så du er måske et forbillede hvad det angår for dem eller?

M. For nogle.

R. Nu nævnte du økologi. Men altså hvad går du efter; økologisk, konventionelt, dansk, eller tilbudsvarer?

M. Jamen jeg er så uorganiseret når jeg går ud og handler. Jeg ved det ikke – Jeg tager bare ting.

R. Hvad er dine værdier?

M. Det skal bare se pænt ud, og skal gerne være frisk.

R. Frisk? Okay. Det er jo en form for kvalitet kan man sige, ik?

M. Jo.

R2. Du nævnte også noget, da vi spiste, at det var vigtigt for dig, at hun også fik mad, selvom du ikke normalt spiser mad, så spiser du, fordi det er vigtigt for hende. Hvad mener du med det?

M. Øh. Jeg plejer aldrig... inden jeg fik hende, der spiste jeg ikke rigtigt. Nu er jeg jo tvunget til, at spise morgenmad, frokost og aftensmad, ik.

R2. Okay hvorfor?

M. Fordi det er jo vigtigt, at hun ser, at man spise. Det er vigtigt, at hun ved at der er de her måltider.

R. Kan du fortælle noget om dine fravalg du gør dig i forhold til kød, grøntsager og forskellige madvarer? Er der nogle ting hvor du tænker: Det skal jeg bare ikke have?

M. Lever!

R. Hvorfor?

M. Nej. Ad. (barn afbryder). Det kan jeg simpelthen ikke. (barn afbryder).

R. Føler du dig udfordret med indkøb? Altså er det en udfordring for dig?

M. Det kan det godt være. Fordi jeg vil jo vildt gerne spise mere end det jeg spiser men jeg kan jo ikke gøre for, at jeg ikke kan lide (barn afbryder). Nej så. (barn afbryder).

R2. Bliver du nogensinde inspireret af noget? Eller har du opskrifter du laver "By Heart"?

M. Jeg kan nogle gange godt se Masterchef og tænke uhmmm.. Det der kunne jeg måske godt finde på

R2. Kan man så finde deres opskrifter.

M. Næh – så tænker jeg at jeg lige bruger det og det og det og så (barn afbryder)... prøver jeg bare.

R2. Kunne du så finde på, at købe lever hvis det var at de lavede det?

M. Nej nej.

R2. Så det er kun indenfor de ting du ved du godt kan lide?

M. Ja. (barn afbryder).

R. Har dine madlavningsrutiner og madvaner ændret sig i løbet af dit liv?

M. Ja. Efter at jeg har fået hende.

R. Ja. Men ikke før det?

M. Nej som jeg sagde, da jeg stod og lavede mad, der kunne jeg spise kl. 22.00 eller ..

R. Lavede du mad der selv også?

M. Ja. Eller købte mad

R. Hvor tit køber I mad ude her?

M. Ikke særlig tit.

R2. Tænker du over, hvad du laver af mad til hende?

M. Ja jeg går meget op i, at det skal være sundt. Selvfølgelig kan vi godt have en off-dag, hvor vi lige spiser lidt sauce og er lidt ulækre, men sådan er det jo. Men der er **grøntsager** på bordet hver dag.

R2. Så når man spiser grøntsager – Så definerer du det som sundt? Eller hvad mener du?

M. Det tænker jeg. Og det fedtstof vi bruger - Det er sådan en avocadoolie og ikke smør. Jeg prøver.

R. Hvad er sundhed for dig? – og ja det er meget bredt, men prøv at sætte nogle ord på det. Hvad tænker du på?

M. Sundhed er mange ting. Det er jo både motion og din kost, og det du drikker... og ja. Det er mange ting. Din søvn og det er jo alt der går ind under sundhed

R. oplever du nogle udfordringer i forbindelse med selve madlavningen? Altså når du står her i køkkenet?

M. Nej.

R. Laver du nye retter en gang imellem, når du fx bliver inspireret af Masterchef? Er det tit du kaster dig ud i nye retter?

M. I weekenderne kunne jeg godt gøre det, fordi vi har en hel dag. Så kunne jeg godt lave noget vi ikke normalt laver.

R. Hvordan vil du sige dit repertoire af retter er? Er det bredt eller?

M. Det er til husbehov. Det er så vi kan overleve. Så er du lige ude og spise og tænker det prøver vi lige.

R. Hvad prioriterer du når du laver maden i køkkenet?

M. Hvad tænker du?

R. Altså prioriterer du, at det skal gå hurtigt eller (barn afbryder)....?

M. I hverdagene, der laver jeg ikke gryderetter eller grydesteg og sådan noget for det tager lang tid. Det må gerne.... En halv time... Så må det gerne være færdigt, ik?

R. Så noget med noget tid?

M. Og jeg synes selv, at jeg er meget god til at rydde op, hver gang jeg laver mad. Jeg hader et rodet køkken.

R. Hvad med imens du laver maden?

M. Der putter jeg også i opvaskeren samtidig.

R. Hvorfor kan du ikke lide at det roder?

M. Nej nej. Jeg får stress.

R. Hvor mange måltider spiser I to sammen på en dag.. en hverdag?

M. 1.

R. 1? Det er nu. Hvor spiser hun morgenmad henne?

M. Det er rigtigt. Så spiser vi også om morgen. Det er fordi hun ikke har spist morgenmad hjemme i dag. Men morgenmad og aftensmad.

R. Hvor sidder I henne?

M. Her (Spisebordet).

R. Kan du beskrive jeres måltidssituation i går aftes fx?

M. I går fik vi suppe. Så det er jo fint. Og der fik hun brød til. Så det er jo fint.

R. Hvad var der i suppen?

M. Det var tomatsuppe med timian og sådan nogle pasta-suppe-skruer.

R. Er hun nogle gange med til at lave mad?

M. Ja.

R2. Hvad laver hun så?

M. Så kan hun lave Guacamole, dressing eller stege kød eller skære salat eller ja. Hun er med i 5 min. men hun er der.

R. Inviterer du hende selv?

M. Ja.

R. Hvorfor gør du det?

M. Det er vigtigt at hun er med?

R. Hvorfor?

M. Det synes jeg fordi når vi er hende og jeg, og hvorfor skal vi så sidde på hver vores etage når vi kan gøre tingene sammen? Det er vigtigt for mig, at hun rydder af bordet når vi er færdige, og tager sin egen tallerken.

R2. Har du også været med til at lave mad som barn?

M. Det tror jeg ikke.

R2. Så det er ikke noget du erindrer at det har du selv gjort?

M. Nej. Så det er vigtigt for mig, at hun er med. Hun kan lige så godt lære det.

R. Oplever du nogle udfordringer i forhold til når I sidder her og skal spise sammen?

M. Ja. Aaaaltid. Vi kan kaste med maden. Hendes tallerken kan flyve hen over bordet, fordi det ikke lige er det hun vil have. Eller hun kan sidde på trappen og skrike. (barn afbryder). Der er altid ballade.

R. Så det er en udfordring – fællesmåltidet?

M. Så ja.

R. Hvordan spiser du oftest grøntsager? Er det rå, kogte, separat eller blandinger?

M. Det er forskelligt. Jeg kan dampe mine grøntsager eller jeg kan koge dem eller rå. Lave dem i ovnen. Ja. Det kommer an på hvad jeg skal have til.

R2. Spiser du altid grøntsager om aften eller er det en gang imellem.

M. Altid... Altid.

R2. Og hvorfor er det vigtigt for dig?

M. Det er vigtigt for mig, at få grøntsager.

R2. Ja – Hvorfor?

M. Jamen det... Jeg træner. Så der skal grøntsager til. Og det er vigtigt for mig, at hun lærer at spise grøntsager – at det er en vigtig del af måltidet. Det skal ikke bare være sauce og kartofler.

R2. Vil hun gerne spise grøntsager?

M. Nej.

R. Er det der hvor det har ændret sig? For du sagde før i tiden spiste hun alt?

M. Ja det er sådan efter børnehaven så... agurker, majs .. men det er vel også fint nok. Nu tog hun selv gulerødder, så nu er hun tvunget til at spise gulerødder.

R2. Hvad fokuserer du på når du laver mad? Skal det gå hurtigt, skal det være let, skal det smage godt? Kan du godt stå i køkkenet i flere timer?

M. Nej det kan jeg faktisk ikke. Jeg hader at stå i mit køkken.

R. Kan du ikke lide at lave mad?

M. Nej.

R2. Hvorfor?

M. Det er så kedeligt. Og alligevel kan jeg godt en weekend, når vi har total bagedag – maddag – men så laver jeg gerne noget, der bare skal stå og passe sig selv.

R. Så selvom at du har fortalt os, at du ikke selv vildt meget går op i mad og du går ikke vildt meget op i madlavningen, så formår du et eller andet sted, at gøre begge dele?

M. Det er vigtigt for mig, at det smager. (barn afbryder).

R2. Så du spiser ikke bare for at overleve ? Det er der jo nogle der gør.

M. Det har jeg gjort

R2. Og hvad så i weekenden når hun ikke er her?

M. Så spiser jeg ikke. Så har jeg altid en veninde der ringer og siger, kom lige over og få noget mad. For hun ved godt, at jeg ikke spiser, når **Maise** ikke er hjemme.

R. Hvad er grunden til det?

M. Fordi jeg gider ikke stå og lave mad til mig selv. Så er det nemmere lige at spise noget yoghurt med noget frugt på eller (barn afbryder)...

R. Men du er vel sulten?

M. Ja ja – Så kan jeg spise en rugbrød eller et eller andet.

R. Okay. Så du får mad?

M. Ja ja.

R. Bare ikke et sammensat måltid.

M. Nej nej.

R2. Synes du at I spiser nok grøntsager? Eller kunne du godt tænke dig at I spiste flere grøntsager?

M. Næh.

R2. Du synes I spiser nok?

M. Ja. Der er også alt det frugt ved siden af.

R. Ja i løbet af dagen?

M.

R. Jamen jeg tror vi har det hele...

Appendix 10: Transcription, Family 3, Hanna & Agnes

Conducted 05.03.2018

Researcher: Tenna M. Næsager (T) & Anni Nørløv (A)

Family: Hanna, mother (H) & Agnes, daughter

A: I dag, lignede det sådan en almindelig, indkøbstur?

H: ja, ja det gjorde det, altså ud over at nogen gange så, så er hun jo så ude af klapvognen, ellers så cykler vi jo der op, så går hun jo så ikke. Så, så det var sådan lidt, hun plejer ikke at sidde op i klapvognen

A: Så den plejer du heller ikke at have med?

H: nej, nej jeg plejer jo at cykle, pga af vejret så havde jeg taget klapvognen

A: Var der...

H: men ellers så,

A: så var det ellers som det plejede?

H: Så var det almindelig

A: hvordan organisere du dine indkøbsturs normalt?

H: ja, det gør jeg. Jeg går også efter tilbud. Så jeg sidder der hjemme og tænker okay, altså, er der flest tilbud i Kvickly eller i Netto eller ... Så går jeg sådan ud efter det ikke

A: Ja, hvordan kan det være?

H: altså nu er jeg jo studerende, så, så hver en øre det tæller jo

A: Så penge det betyder noget, er der andet du sådan går efter? noget der betyder noget for dig når du handler?

H: nej, ikke rigtig. Ikke rigtig. Altså så, så kan jeg godt lide at gå et sted hen, hvor at de selvfølgelig har de fleste af de varer jeg skal bruge ikke

A: Hvordan planlægger du så, helt præcis dine indkøbstore, altså hvordan (barn råber) altså hvordan finder du inspiration til hvad du skal købe?

H: øhm, jamen det er sådan ud fra hvad vi skal have at spise, øhm, jeg plejer også at lave madplaner, nu er det gået sådan lidt af ... ud i vasken, en gang i mellem (barn vil snakke)... Eller så plejer jeg at lave madplanen, og så plejer jeg faktisk at lave sådan indkøbsplaner, tirsdag skal jeg købe til den og den dag, og jeg har det og det i køleskabet, og, og så skal jeg handle det og det. Så kan jeg måske handle noget af det som måske også skal bruges til torsdag i stedet for.

A: Og hvordan ved, hvordan finder du ud af hvad I skal have at spise?

H: det er sådan alt efter hvad, hvad jeg har lyst til (griner). Øhm, altså Agnes, hun spiser mest sådan kød, og sovs, så er hun glad jo ikke, så det er sådan mest hvad jeg har lyst til at spise på en eller anden måde

A: Bliver du inspireret nogen steder fra?

H: Øhm, (lille pause), Ja nogengange på nettet og nogengange kan jeg godt sidde og google sådan lidt nogle forskellige salter, og hvad ser lækkert ud eller, altså, så, så er det det

A: hvor henne? er der nogen stedet sådan, du lige kan nævne?

H: øhm, nej, jeg googler som regel, så kan jeg finde ud af at google "kyllingesalat" og så kigger jeg bare på billederne og så står der jo somregel hvilken hjemmeside det er på, og så går jeg ind den vej iegenm

A: ja, så det skal også se lidt lækkert ud?

H: ja det skal det

A: hvad med nede i butikken, er der noget der inspirere dig der?

H: Nej, nej det er der egentlig ikke, altså

A: Altså i dag da virkede du også sådan meget målrettet

H: Ja

A: og der var ikke så meget "dikkedar" (Barn larmer, svært at høre) ... tager lige en Kvikly i forhold til en Netto, der er mange andre ting også, de har noget tøj osv, du virkede bare meget målrettet, altså hvad, hvad gik du efter?

H: altså jeg gik efter det jeg skulle have

A: ja, har du altid en liste med? det så jeg du havde i dag nemlig

H: ja altså, nogen gange så skriver jeg den bare på telefonen, men det er også bare så bøvlet nogen gange, hele tiden skal gå ind og så ha' den i hånden, så det nemmer at have en list, øhm, så,

men øhm, jeg, jeg glemmer den oftere, så jeg tager altid, inden jeg går hjemme fra, tager jeg altid et billede af listen, så jeg har den, hvis nu (griner) jeg har glemt den

A: ja, så du bruger altid en liste til at handle ind

H: ja

A: hvordan kan det være?

H: det er fordi, så, så øh, er jeg sikker på at få det hele med, så undgår jeg jo mest de der, hovsa-køb (griner)

A: ja, altså jeg tænker ikke at det var sådan i dag du lavede de store impuls køb. Jeg lagde mærk til nogen nødder der så lige smuttede ned, der lignede - det virkede lidt spontant, men eller så synes jeg ikke

H: ja, det har jeg haft lyst til, de sidste mange dage, så tænkte jeg okay nu gør jeg det (griner)

A: Men hvordan kan du ellers forklare dine impulskøb (!) 04:00

H: jamen det, altså f.eks, hvis jeg er sulten, og går ud og handler, så kan jeg være meget sådan "Åh, det har jeg lyst til og det har jeg lyst til, og det har jeg lyst til", og så, kaster jeg jo bare ned i kurven ikke. Og så kommer man måske hjem med 10 ting, hvor 3 af dem var noget af det man skulle have med hjem. og så har man glemt de 7 andre ting, som man egentlig skulle have haft, ikke. Øhm, og det er bare, det er ikke så fedt når man er sam, altså når jeg har Agnes, så er det ikke så fedt at stå her også tænke, åh jeg glemte lige at købe mælk, og så skal man pakke sammen og afsted igen, altså .. det

A: Så også for at gøre det lidt nemmer for dig selv

H: ja, ja

A: hvad med, altså i dag, var det så kun nødderne der var impuls køb, eller var der andre ting?

H: ja det var det

A: Jeg så jo ikke din liste, så jeg ved ikke hvad der

H: ej det var, det var kun nødderne der var impulskøb

A: og så var det gange få, øh, ting du også kiggede på i selve afdel, nu tager vi f.eks. grønt afdelingen, så kiggede du på en agurk, og du mærkede på den og kiggede rundt på den, hvordan kan det være?

H: Det er fordi jeg har altid lært, at hvis de sådan er alt for bløde, så er de ikke så gode, Øhm, så jeg mærker altid, og fordi så kan de holde lidt længere ikke. Og, ja, altså jeg synes bare, specielt med grøntsager og slatne, og frugt og sådan noget, så skal det bare være friskt

A: så frisk det betyder også noget?

H: Ja, så det bruger jeg rigtig meget tid på, når jeg køber det. på at finde at finde det helt (!)05:26 , hvis nu der havde været, hvis alle agurker havde været helt død, så havde jeg ladet helt vær. Eller hvis der bare havde ligget én der havde være sådan rådne, så have jeg ikke købt dem der, så var jeg gået op i netto tror jeg (griner)

A: og så køber du også løse peberfrugter, du købet to

H: ja

A: og altså, det jeg sådan kunne se du købte, det var også det der blev serveret i dag, sådan som i dagens måltid. Handler du nogen siden større ind, eller?

H: Ja, altså det gør jeg, men nu har jeg så ikke så meget plads, så, så handler jeg sådan ind i forhold til. Nu er det også mandag, så tænkte jeg, nå men så laver jeg æggekage, så har jeg, nu har jeg lavet rigtig meget tilbehør, og rigtig meget æggekage, for så har jeg også till i morgen til min frokost, fe.sk. når jeg skal i skole, og så kan jeg fryse noget af det ned, og så har jeg sådan i løbet af de andre dage i ugen, ikke. Og så er der måske noget af det jeg kan bruge i nogen af retterne de næste par dage ikke.

A: ja, og hvad betyder det for dig, at du kan det ?

H: det betyder at jeg kan spare lidt

A: på?

H: på maden ikke, og altså på det økonomiske. I forhold til hvis jeg skulle ud at købe in hver eneste dag, øhm, og så spare lidt på tiden, altså hvis jeg kan servere det sammen to dage, så behøver jeg ikke bruge tid på at gå ud at handle, så har jeg mere tid sammen med Agnes, ikke

A: ja, så tid betyder også noget?

H: Jamen det gør det, og specielt også om tirdagen. For da har jeg, da er jeg i skolen hele dagen.

A: hvor lang tid er det du er i skole der?

H: jamen jeg er i skole fra 8.30 til 16 og det tager ca. ja det tager 45 minutter at komme frem og tilbage ikke, øhm, så er jeg først hjemme 16.45, og hvis jeg så først skal ud at handle og så skal tilbede maden, så når vi og

A: tirsdag er lidt hellig hvad det an går?

H: ja, den er sådan rimelig, den er sådan rimelig hellig. Og så også for at undgå at skulle købe junk food, og sådan noget, for det kan også blive dyrt i længden og det er ikke særlig sundt

A: nej, gør I det nogen gange?

H: Ja altså nogen gange gør vi. Hvis jeg ikke lige magter at lave mad

A: hvor mange gange om måneden ca (jeg ved godt det er lidt forskelligt)

H: (tænker) hmm om måneden? 1-2 gang om måneden

A: okay, så det er ikke så (!) 07:30

H: ej jeg undgår det helst, og så, så prøver jeg også bare at planlægge, at tirsdag så spiser vi hos nogle andre i stedet for ikke (griner), hvis jeg ikke lige orker at lave mad... Så

A: Smart, er der mange andre du sådan kan spise hos, eller?

H: Øhm, hele min familie bor her så, så

A: åh, så alle dine søskende

H: ja. så jeg spiser hos, ja mine mostre og sådan nogen. Så nogen gange spiser jeg hos min moster eller hos mine forældre eller et eller andet. Nogen gange kommer Agness jo også her, så sørger han bare for mad den dag.

A: nå, det kan han godt?

H: eller også så får jeg ham til at handle, og så får han jo så bare penge for det han har handlet jo ikke. og så, så er det ligesom organiseret. Fordi han har lidt mere tid om tirsdagen, end jeg har, øhm og det hjælper jo rigtig meget

A:ja, det er da helt vildt meget.. Og hvor tit har du hende med når du er ude at handle

H: det har jeg, på sådan en uge, hvis jeg er ude at handle, hvis jeg er ude at handle 5 gange, så har jeg hende måske med 4 af gange

A: okay, så er faktisk det meste af ...

H: ja, altså det, og det er så nemt, fordi at der ligger jo, der ligger Fakta og Aldi og kvickly og Netto lige i nærheden ikke, og lige i nærheden af hende institution, så det er jo bare lige at svinge et slag lige ind for at handle ikke.

A: og hvor handler du aller mest?

H: Jeg handler nok mest i Kvikly

A: okay, er det også din favorit eller?

H: Nej, fordi det er så dyrt

A: hvorfor handler du der så?

H: fordi de har alle tingene og det er lidt ved siden af (referer til institutionen), øh altså, nogen gange så er det bare lidt nemmer at smide cykel dér, i stedet for at skulle gå op af trapperne og op til netto.. jeg ved godt det er en dårlig undskyldning ikke, altså når man, når man har været i skolen hele dagen, så, så vil man også bare gerne hjem ikke. Jeg vil jo også gerne nå at bruge tid med hende, og sådan noget. Så

A: så da går du måske lidt på kompromis med pris, i forhold til at det også gerne må være lidt nemmer

H: ja, ja, og så har de også bare oftest nogle gode tilbud ikke. Så går det måske lidt op i, at man så køber noget der er lidt dyret ikke.

A: ja, kunne du finde på, at nu hvor du var så hurtig igennem afdelinger i dag. Kunne du finde du på nogen gange lige at tage en ekstra runde, f.eks. i grønt afdelingen, lige kigge altså blive inspireret, se hvad er der...

H: ja, altså, der, det sker jo nogen dage, hvor at jeg, altså går ned og handler og aner slet ikke hvad jeg skal have (griner), øhm, eller hvad, hvad, hvad vi skal have at spise. Og så går jeg rundt og lader mig blive inspirere ikke. Men så er det ofte de dage hvor jeg ikke har hende med. fordi at, hun kan også hurtig begynde at kede sig, og hun skal jo ikke rende rundt, og, og tulle rundt og genere andre mennesker mens vi er nede at handle

A: det kunne jeg heller ikke forestille mig hun gør - hun vil nok bare charme dem (begge griner)

H: det er nok bare mere min egen, sådan ikke, altså. Øhm, fordi jeg ved godt at hun ikke laver noget, at hun ikke, altså laver så meget fis og ballade, men altså jeg kan godt lide at hun ligesom bare er der hvor, hvor hun er ikke

A: Stille og roligt, få det overstået

H: ja, og så er hun med til ligesom at ..

A: hvad vil du, vil du så blive inspireret af?

H: det kunne nok være kødet. Øhm sådan inspirer af hvis der er noget lækkert marineret kød, eller hvis der er tilbud på noget kylling eller et eller andet. Så jeg kigger som regel på kødet først, egentlig, hvis jeg ikke ved hvad jeg skal have. Og så bliver jeg inspireret den vej, eller hvis jeg så ser noget lækkert grønt eller sådan noget, og så tænke "nå og det kan man også lige proppe i det her, eller, eller"

A: Ja, hvad er lækkert grønt?

H: Jamen det er, et, altså peberfrugter, og altså broccoli bruger jeg rigtig meget lige for tiden ikke. Og bønner. Altså hvis det ser godt ud, hvis det ser lækkert ud når det ligger der.

A: Så altså et er både med kvalitet og pris og det må også godt se lækkert ud, kvaliteten i det, ikke?

H: ja, jaja, fordi altså hvis man kommer ind i en butik hvor at halvdelen af broccolien de er helt mugne og sådan noget, så, så gider jeg ikke lede efter et godt et.

A: Man tænker også (!)[11:35](#)

H: jo jo og også det, hvor længe har det så ligget der, altså øhm

A: Friskhed

H: ja lige præcis

A: og hun får en handlebolle i dag, er det sådan noget hun får normalt?

H: ja, det er sådan rigtig dårlig vane. Nogen gange når vi cykler ned i vuggestuen, da cykler vi jo også forbi Kvickly, så, de sidste par dage, da er hun begyndt at sige "mor hvorfor må jeg ikke få en bolle" "Art, det jo fordi du har lige spist morgenmad jo ikke". Så det er sådan, det er en vane for hende, ikke. Altså nogen gange, selv om vi ikke skal ind at handle, så skal hun lige ind at have en bolle til vejen hjem ikke. Så det er blevet lidt normalt.

A: Og det lærer de bare så hurtigt

H: ja det er jo det

A: det er helt vildt. Er der noget du sådan har følt dig påvirket af i forhold til dit indkøb i dag?

H: I forhold til jer

A: et eller andet - alt

H: neeej

A: at du havde klapvognen med eller...

H: nej, jeg følte mig ikke påvirket af noget sådan.. Øhm, altså selvfølgelig tænker jeg rigtig meget over hvad jeg skal have med, fordi jeg skal også selv bære det hjem, øhm, hvis ikke det kan være i vognen (griner)

A: så har du et problem

H: ja, så, øhm, men, men ellers så nej

A: og ikke påvirket af hende, eller?

H: nej, næh, fordi altså, der var jo ro på, så det var jo ikke fordi hun at spassede af, eller blev utålmodig eller noget

A: du virkede også virkelig rolig og meget overskudsagtig, ja

H: ja

A: var det også sådan du følte det?

H: jamen det var virkelig hyggeligt, altså jeg kan godt lide at tage ned at ned at handle

A: og i small-talked også sådan hele vejen

H: ja, nej, jeg prøver at have hende så meget med som muligt. Selvfølgelig er det nemmer når hun selv går, at have hende med. Fordi så kan hun også være med til at vælge tingene og finde dem osv.

A: Ja, altså det jeg lige observerede var, at du havde en klapvogn, du havde en vogn så havde du en list, det kræver faktisk tre arme, kan man sige ikke. Hvor du sådan måtte formå lige, at kun få gange stillede du den lige fra dig, fordi du lige skulle noget ikke, så da, den kan man sige at det var måske lige lidt mere besværligt, eller?

H: Ja

A: Synes du det var okay?

H: ja, altså, øhm, der synes jeg selvfølgelig det er lidt feder at have de små kurve som man kan sætte op på klapvognen, eller slet ikke at have klapvognen med, fordi så er det selvfølgelig nemmer ikke. Så det er selvfølgelig også handicap at have klapvognen med, det er måske der for jeg heller ikke gør det så tit med klapvognen

A: ja det kunne jo være

H: Så er det nemmer at tage cyklen, øhm

A: ja. Oplever du sådan nogle udfordringer ved dine indkøb?

H: (meget tænke tid) ... Øhm

A: er der noget du føler dig besværet af?

H: (tænke tid) Altså, nej ikke, altså... (tænker meget), nej det tror jeg ikke

A: kan du godt lide ta købe ind?

H: ja, altså jeg kan godt lide at handle og jeg kan godt lide og, altså når jeg har overskud til det. Når jeg har energien til det. Så kan jeg godt lide at tage ud at handle og kig på tingene eller og sådan lige "nå men det her, så kan vi have det her i næste uge, eller så kan vi gøre sådan" - eller et eller andet. Jeg kan også godt lide at lave mad, altså så så hele, bare det der med at man skal finde ud af hvad man skal have, og kigge i tilbudsaviser og tage ud at handle og forbedre det, det synes jeg er meget hyggeligt

A: Ja, ja hvor finder du alle de tilbud henne?

H: øhm, jeg har den der, e-tilbudsavis app'en, hvor jeg går ind og kigger hver uge, ikke

A: ja, er det så efter ting du mangler, eller går du bare ind og tager f.eks. Kvickly's katalog og kigger hver uge?

H: jeg kigger altid i Netto, Kvickly og Føtex og Bilka faktisk, øhm og så prøver jeg sådan og organisere, så kigger jeg sådan "okay, det ser lækker ud" eller "Det er et fedt tilbud der dér, det er virkelig meget kylling for ingen penge nærmeste, og så, så tænker jeg, når men så skal vi har en masse kylling i næste uge (griner).

A: hvor, altså hvordan kan det være du organisere det på den måde?

H: igen økonomiske og tidsmæssigt og pladsmæssigt

A: så du har simpelthen nogle overvejelser med, når du, inden du går ud og handler ikke?

H: ja, fordi så, så hvis jeg skal i Føtex eller i Bilka - især Bilka, fordi det er i Ishøj, så skal jeg jo helst også have fundet ud af om jeg kan låne en bil, og sådan nogen ting

A: hvad skal du i bilka?

H: Jamen da køber jeg jo store, altså det er meget kød jeg køber der ikke. Øhm, faktisk, for de har tilbud på det. og det har de jo hele tiden ikke

A: Okay, hvor tit er du ca der så?

H: det er jeg måske én gang om måneden

A: okay

H: nogen gange to gange, alt efter hvad der...

A: er hun så med eller?

H: nogengang er hun med, nogen gange så kan jeg låne mine forældres bil, i weekenden, og så tage jeg hende med. Og nogen gange, så bliver det bare sådan lige om aftenen, når hun skal til at puttets, så får jeg min mor eller far til at komme her op og putte hende, og så, så kører jeg lige ne tur i Bilka ikke.

A: ja, føler du, at du bruge meget tid på at handle ind?

H: Altås jeg føler næsten jeg handler ind hver dag, så på den måde ja. øhm, men, men det er jo også fordi jeg har ikke særlig meget plads i køleskabet

A: Det er ikke, altså ligesom i dag, da købte du præcis det der svarer til en stor bærepose, er det sådan, det?

H: ja, det er sådan ca det (!) 16:53 det bliver næsten, altså jeg køber næsten altid kun det jeg skal bruge, i dag (mandag) og så måske også i morgen eller på onsdag, eller et eller andet. Altså, til det er sådan er kun en eller to dage fra

A: Ja, hvor lige kan have plads til det

H: ja

A: og du sagde også så fryser du ned, men fryseren den, den er sådan i toppen?

H: ja, det er sådan en 18L, så er det er sådan en

REPLACEMENT OF RESEARCHER AND THE TOPIC STARTS CONCERNING COOKING

from 17 min. 30 sek.

T: Var der noget der var anderledes i forhold til hvad det plejer i dag?

H: Altså der var rigtig meget ro på Agnes jo jeg blev ikke forstyrret i gåseøjne, og det tror jeg også var lidt i kraft med at hun også synes det var rigtig spændende I var her og så også fordi hun er i så godt humør, at hun bare kan tulre rundt for sig selv i dag ik? Det er ikke alle dage at det er sådan.

T: Er hun så mere ude i køkkenet og forstyrre dig?

H: Ja eller også har hun behov for at hænge på mig, og så har jeg kun en arm og gøre godt med ik?

T: Er der så nogle gange du ændrer det du skulle lave? Hvis du pludselig opdager at hun har en dårlig dag? Laver du så ikke hele det mad du lige havde planlagt.

H: Ej så nogle dage kan jeg godt finde på at lave det mest basic, for ligesom at gøre det hurtigere. Eller hvis hun så lige kan klare at sidde på køkkenbordet. Så kan hun måske være lidt med. Og ellers så ja - så ændrer jeg det fuldstændigt. Hvis ikke jeg kan lave noget.

T: Men er hun nogle gange med til at lave mad også?

H: Hun er meget interesseret i det. Og nu er der ikke så meget plads men ellers er hun med til lige at smage på det og lige at røre lidt rundt hvis ikke det er varme ting og sådan. Og så når vi er nede hos mine forældre, der står jeg også tit og laver mad, fordi der er bare mere plads, så får hun lov til, at være med til at skære og sådan noget. Hvis hun gerne vil.

T: Så pladsen den gør lidt?

H: Ja det gør det. Ja fordi det er meget - Jeg vasker op hele tiden, for at få plads. Og rykker rundt og laver det hele i små portioner og stationer og sådan nogle ting. Så hvis hun lige pludselig også skal stå der - det tager måske noget af min plads (Griner)

T: Ja - Men jeg lagde også mærke til, at du tog nemlig skærebrættet og vaskede af, hver gang du havde brugt en agurk fx eller en peberfrugt. Hvorfor gjorde du det?

H: Jamen det er bare sådan ren rutine tror jeg. At sørge for at det hele er rent, inden jeg sætter noget nyt på.

T: Hvorfor?

H: Hygiejnemæssigt. Ja.

T: Kan du godt lide at lave mad?

H: Ja - Jeg kan rigtig godt lide at lave mad. Ja.

T: Hvor har du lært at lave mad henne?

H: Øhm.. Det har jeg lært af min mor.

(Anni afbryder: Barn skal skiftes - Pause) 20 min. 30 sek.

T: Hvor langt er vi kommet.... men noget med hvor du har lært at lave mad?

H: Primært min mor, hvor jeg har fået lov til at være med i køkkenet og sådan nogle ting. Og været nysgerrig på, hvordan man gør ting. Og så har jeg været på sådan et livsstilsændring kursus. Hvor jeg også har været i køkkenet, hvor jeg også har været i køkkenet nogle gange.

T: Hvornår var du det?

H: Det var jeg i 2007.

T: Var det et sted hvor du var en weekend eller?

H: Nej - Jeg var der 4 måneder. For at skulle tabe mig.

T: Hvad lærte I så? - At lave noget anderledes mad eller?

H: Ja vi lærte at lave lidt mere sund inspirerede mad og mad med få kalorier. Altså almindeligt hverdagsmad, bare sundere.

T: Er det så noget du bruger her i dag når du laver mad?

H: Ja nogle gange, så tænker jeg lidt tilbage på nogle af de opskrifter jeg synes var meget gode og sådan noget - så laver jeg det.

T: Er der noget mad du ikke kan lide?

H: Ja. (Griner). Der er faktisk rigtig mange grøntsager jeg ikke kan lide. Så derfor er jeg begrænset til en lille del. Og så er der sådan noget som hjerter. De er jeg heller ikke lige så vildt .med

T: Kan du nævne nogle grøntsager du ikke kan lide?

H: Ja - altså jeg er ikke så vild med aubergine, avocado, tomater - Det kan jeg så ikke huske om er en grøntsag eller en frugt (Griner) - Øhm - ja, sådan nogle ting.

T: Hvorfor kan du ikke lide dem?

H: Jeg synes bare ikke det smager godt.

T: Nej - Så det er primært smager der....

H: Ja - altså avocado har jeg faktisk aldrig smagt, men det er bare mere den måde den ser ud på, det er ikke noget jeg har lyst til at proppe i munden faktisk.

T: Og er det primært smagen der gør, at du ikke kan lide dem?

H: Ja, altså der er mange ting jeg har smagt, auberginer og sådan nogle ting. Men jeg synes bare at - ja. Altså tomater de er sådan lidt... Det er svært at forklare, for jeg kan godt lide ketchup ik. Og jeg kan også godt lave en tomat sauce og en tomat suppe. Det er bare den der konsistens. Når man får den ind i munden som jeg ikke bryder mig om. Svampe og champignoner det kan jeg heller ikke...

T: Ved du, om det er noget du heller ikke kun lide dengang du var barn?

H: Ja det kunne jeg heller ikke. Det har jeg faktisk aldrig kunnet lide.

T: Prøver du nogensinde, at købe nogle af de grøntsager du ikke kan lide? Eller prøver at lave det på en anden måde?

H: Nej. (Griner). Jeg undgår dem.

T: Er der så primært nogle grøntsager du køber altid?

H: Ja. Lige for tiden der er jeg rigtig glad for bønner og broccoli og peberfrugter. Gulerødder også. Lige for tiden koger jeg rigtig meget broccoli og gulerødder til næsten alt mad jeg laver. Eller også så steger jeg det. Og hvis jeg steger det, så propper jeg også bønner og peberfrugter på.

23 min. 42. sek.

T: Spiser du altid grøntsager til maden?

H: Som regel. Jeg prøver på at gøre det hver dag, så er der måske lige nogle dage, hvor det glipper.

T: Hvordan i forhold til hende? Spiser hun også grøntsager?

H: Altså hun kan godt lide peberfrugter og agurker. Det er primært det hun faktisk spiser. Peberfrugter og agurk af grøntsager.

T: De valg du tager, er du påvirket af hende? Hvad hun kan lide eller laver du mad som du vil have, og så må hun spise det hun kan lide?

H: Jeg startede med at være rigtig påvirket, for hun ville nærmest kun have sådan nogle store bøffer, pomfritte og bearnaisesauce, og det er da også meget fint, det er nemt nok at lave og det smager jo meget godt, men jeg kan bare ikke tåle alle de pomfritter og alt det sauce. Så prøvede jeg bare at lave en lille portion pomfritter til hende og så bare salat og grøntsager til mig selv, og kød og tzatziki til mig selv. Men det er bare så bøvlet at lave så mange ting ik. Så nu har jeg det bare sådan lidt - Der er det der er. og så skal jeg nok sørge for, at der er noget hun godt kan lide. Som fx i dag, er der pølser og bacon. Og så må hun nøjes med det der er. Eller også må hun smage de andre ting. Jeg kan ikke blive ved med, at lave tusind retter på én dag.

T: Hvilken betydning har mad i dit liv?

H: (GRiner). Altså det har jo haft en stor betydning i mange år. Jeg har trøstespist og sådan nogle ting. Og nu prøver jeg ligesom at få et sundt forhold til det. Så derfor så prøver jeg også at skabe nogle sunde vaner for hende også. Altid lave ekstra: Så der er noget hun kan gå og hygge snakke af om aften eller om eftermiddag.

T: Hvad er et sundt måltid for dig - Eller et sundt forhold til mad? Hvad består det af?

H: Altså et sundt forhold, det er i hvert fald at tænke over hvor meget man spiser og så også sørge for, at der er noget sundt, altså nogle grøntsager eller et eller andet. Ikke så fedende. Det er okay at spise sauce og det er okay at få noget kød med noget fedtkant på og sådan nogle ting en gang imellem, men det skal bare ikke være hver dag, og det skal ikke være store mængder af det. Så det er også okay at spise kartofler, ris og pasta en gang imellem men det er ikke hver dag.

T: Og du siger i hvert fald grøntsager. Hvad er det der er sundt ved grøntsager?

H: Jamen jeg har jo lært at der er masser af proteiner i, i hvert fald broccoli ik. Jeg er ikke så... Jeg har ikke så stor viden indenfor grøntsager, udover det skal være sundt. Men hvordan sundt, det ved jeg faktisk ikke. Og det er jeg i gang med at lære. Hvordan man lige kobler, kulhydrater og proteiner og kalorier og alle de der ting. Det er sådan en meget ny verden for mig, så det er jeg i gang med at lære. Hvordan man mixer det så det ikke bliver for mange proteiner, for så går det jo også hen og bliver usundt.

T: Hvem lærer dig det, eller hvor lærer du det henne?

H: Jamen jeg skal starte et forløb i Diætistens Hus og ellers så prøver jeg at bruge den viden jeg fik fra Diætisthuset og jeg har også haft en personlig træner, for at prøve at tabe mig. Som også har givet mig lidt hjælp. Så jeg prøver ligesom at samle lidt viden rundt omkring.

T: Oplever du nogle udfordringer i forbindelse med den mad du laver?

H: Altså ja. Det kan godt hurtigt blive lidt det samme. Altså kylling, så bliver det mange gange de samme retter. Oksekød, så bliver det mange gange de samme retter.

T: Hvorfor bliver de det samme?

H: Fordi det er det jeg kender til. Og så måske også pga. min kræsenhed. Så hvis jeg går ind og kigger i nogle kogebøger, så er der måske rigtig mange ting i som jeg ikke kan lide. Og så er det nemmere at sige, når men så tager jeg bare det jeg plejer. Eller også så kunne man sige, så kunne jeg bare lade være med, at komme det i. (Griner).

T: Er du meget kræsen synes du selv?

H: Altså i forhold til rigtig mange af de tilbehør man kommer i tingene. Hvis du laver en gryderet fx. Så kan der være mange ting, bare de der bitte små ting du propper i, som jeg måske ikke lige bryder mig om.

T: Kan du give et eller andet eksempel på en gryderet du tænker?

H: Jamen hvis du laver Gullash fx og hvis man så har proppet flået tomater i og ikke har blendet dem, så er der de der tomat klumper i. Det er jeg fx ikke så glad for. Eller hvis man kommer champignoner i.

T: Kunne du heller ikke det som barn?

H: Nej. Så jeg blander altid de der dåse flåede tomater hvis jeg skal lave et eller andet. For jeg kan simpelthen ikke klare de der.

T: Er det også nogle tanker du gør dig i forhold til hende, at hun ikke skal være kræsen?

29 min. 14 sek.

H: Jeg altså jeg vil gerne give hende så mange smagsoplevelser som overhovedet muligt, og det har jeg gjort siden hun måtte spise almindelig mad, så har jeg prøvet at give hende så mange smagsoplevelser som overhovedet muligt. For ligesom at vænne hende til, at der altså andet. Og hun var også rigtig glad for det i starten. Men hun er også bare sådan en bestemt dame, altså hun har fravalgt sig kartofler ris og pasta. Det gider hun bare ikke at have. Kød.

T: Nu kunne jeg se, at du brugte din telefon imens du lavede mad, og at der er en opskrift på telefonen. Bruger du den meget når du laver maden?

H: Når det er nogle opskrifter jeg ikke sådan helt 100 % kan målene på, så bruger jeg telefonen eller min iPad til ligesom at have opskrifterne på. Ja.

T: Hvad prioriterer du når du laver mad? Sådan taget i betragtning af hende, dagen og nu snakkede du om tirsdagen har du travlt, så der prioriterede du, at det er let at lave. Har du nogle andre ting du sådan prioriterer når du laver mad?

H: Altså jeg prioriterer at det skal være lækkert. Det skal være noget man har lyst til at spise. Så jeg kan godt lide, at det ser lækkert ud. Det er også derfor jeg satte så mange forskellige skåle og masser af farver. Det skal være inspirerende, men også bare det er hurtigt og nemt. Jeg elsker noget som jeg bare kan proppe i ovnene, og så kan det passe sig selv. Det er også derfor at jeg faktisk forbereder tingene inden hun kommer hjem, inden jeg henter hende hvis jeg kan det. Fordi så er det bare lige og varme det eller proppe det i ovnen. Så jeg prioriterer tiden rigtig meget.

31 min. 11 sek.

T: Er der nogen som hende, eller noget der påvirker dig når du laver mad? Altså vi kunne jo se at du laver lidt mad, så går du lidt hen og hjælper hende og leger med hende, er der noget andet der påvirker dig?

H: Altså nogle dage der kan.... altså nu har min telefon været ret stille.... men nogle dage, så kan den sådan godt lidt kime lidt. Hvor jeg bliver sådan helt, orrhhh, og så sætter jeg den bare på lydløs, eller lader den stå og larme for sig selv, fordi at ellers ender klokken med at blive mange inden at man når at spise. Fordi så skal man også lige ordne det, og man skal også lige og... altså... men primært der er det **Agnes** der påvirker mig.

T: Er der et bestemt tidspunkt I skal spise? Du sagde I spiste mellem halv seks-seks cirka.

H: Ja senest kl. seks. Også for at have noget tid inden hun skal sove.

T: Kan du prøve at nævne tre favorit retter du plejer at lave i hverdagen?

H: Ovnbagt Kylling bare sådan nogle kyllingefileter. Med enten ris og grøntsager eller bare i salat. Og så noget med hakket oksekød. Ikke så meget spaghetti men så i stedet for at bruge spaghetti så propper jeg salat, eller så bare hakket oksekød eller oksekød sauce. Og så sådan noget som æggekage, fordi det er så nemt.

T: Hvor mange måltider spiser I sammen i løbet af en dag?

H: Vi spiser morgenmad og aftensmad sammen, så to måltider sammen ja.

T: Nu sad I sammen og spiste i dag - så det anderledes ud i går eller var du påvirket af noget i dag, eller var det forholdsvis det samme?

H: Det er forholdsvis det samme. Altså nogle dage, så sidder hun længere tid end andre. Nogle dage er hun ikke så sulten og nogle dage er hun bare mega sulten.

T: Er der nogle dage, hvor hun slet ikke spiser noget?

H: Nej hun spiser altid en lille smule. Og de dage hvor hun ikke spiser så meget, så lader jeg altid noget stå, sådan at hun kan gå til og fra, for hun skal jo heller ikke vågne midt om natten og være sulten.

33 min. 52. sek.

T: Du starter med at skære grøntsager først i dag, og så tager du nogle ting og ligger i en skål og så tager du fx forårsløgene og lægger i en skål for sig selv. Hvorfor gør du det?

H: Det er fordi, at det kun er mig, der spiser forårsløg.

T: Okay. Så du deler det lidt op i hvad hun kan lide og hvad du kan lide.

H: Ja, altså jeg ved, at agurker og peberfrugter det kan hun lide, så det kan jeg godt ligge i en stor skål blandet sammen og så ser farverne også bare flotte ud ik. Og forårsløgene det spiser hun ikke, så det propper jeg bare i en lille skål fordi jeg skal ikke have så meget. Så det er nemmere, bare at sætte hver for sig.

T: Er der en grund til, at du skærer grøntsagerne først, inden du laver æggekagen?

H: Det var bare... så var det ligesom gjort, så var der tid til det. Hun hyggede sig med at lave puslespil og så kunne jeg ligesom stå og lave det. Så skal jeg ikke stå og gøre det når alt det andet skal laves. Og så er det også de kolde ting. Det kan altid stå lidt. Hvor at det er federe at have pølserne varme og æggekagen også stadig er varm og sådan nogle ting.

T: Hun spørger om hun må smage agurk, og det var så der du oversatte for mig, at det måtte hun gerne, og så spørger hun, om hun må få ost, og det måtte hun ikke. Og så spørger hun om hun må få peberfrugt, og det måtte hun gerne. Er der en grund til, at hun ikke måtte få osten?

H: Ja. Det er fordi, at så vil hun bare have det hele og så tænkte jeg, at så ville hun ikke spise noget til aftensmad. Jeg kunne også sagtens have sagt nej til, at hun måtte spise agurken og peberfrugten, men det er også bare lidt. Hvorfor må hun ikke få det? Så ved jeg selvfølgelig godt, at hun spiser mindre, men hun er sulten lige der. Eller i hvert fald sådan lidt lækker sulten. Og så er det jo fint nok, at hun får en enkelt. Hun skal bare ikke spise sig mæt lige inden vi skal til at spise.

35 min. 38 sek.

T: Var der så en grund til, at det var grøntsagerne hun måtte få? Er det primært grøntsagerne hun må få?

H: Altså grøntsagerne, dem vil hun rigtig gerne have, når jeg har skåret dem ud. Altså nogle gange, så vil hun.. Nu skal hun bare have mad, hvor der lige er to minutter til, alt er færdigt. Så beder jeg hende om at vente, for jeg vil jo også gerne spise sammen med hende og lære hende, at vi spiser her og vi spiser nu, og nu er der aftensmad.

36 min. 24 sek.

T: Du siger selv, at du glæder dig til, at du kan lave rigtig ovn mad. Er du påvirket af, at du bor som du bor?

H: Ja det er jeg. For det første så har jeg kun to små kogeplader, og en lille ovn, så det er jo ikke fordi at jeg laver de største måltider. Så hvis man skal have flere ting på kogepladerne, så skal man lige organisere, hvad kan jeg lave først og hvad kan egentlig stå og sådan nogle ting.

T: Tror du, at du ville være inspireret til, at lave andre ting, hvis du havde et større køkken eller en større ovn.

H: Jeg ville nok have lysten til, at lave nogle andre ting også, fordi at, selvfølgelig gider jeg ikke stå, at lave de helt store ting, hvor jeg hele tiden skal stå at vaske op eller der stabler sig en kæmpe opvask bagefter.

T: Nu brugte du cirka en time og et kvarters tid på at lave mad i dag. Plejer du cirka at bruge den tid?

H: Ej altså det... lyder rimelig voldsomt (Griner)... Men jeg også det var fordi at, der var bare så god tid. Jeg startede også i god tid, for ikke at stresse. Og det bliver sådan en øv situation når man sætter sig til bordet og er træt og alt sådan noget. Så er det federe at kunne gå til at og fra. Det er også derfor, jeg elsker alt hvad der bare kan sættes i ovnen, så kan jeg lige ordne det stille og roligt fra vi kommer hjem af, og lege lidt med hende og... det kan jeg godt lide.

37 min. 54 sek.

T: Økonomi. Betyder det meget for dig, når du laver mad?

H: Ja det gør det. Også fordi, at jeg er studerende, så det er jo ikke det største budget man har at rode rundt med ik.

T: Så lidt i forhold til, når I sad og spiste. Oplever du nogle udfordringer i forbindelse med den mad du serverer? Både med hende, men også med dig selv? Laver du nogensinde noget mad, hvor du

H: Ja det har jeg egentlig ikke lyst til.

T: Ja... Men du prøver grænser af eller?

H: Ja eller også har det været virkelig lækkert, da man skulle til at lave det, men så fordi man har stået og lavet det, så er det egentlig ikke helt det man har lyst til. Men jo - nogle gange, altså hvis jeg laver ris og grøntsager, så nævner hun altid - Det kan jeg ikke lide. Eller også hvis hun er i gang med at lege, og vi skal til at spise, så gider hun slet ikke at spise. Altså så må jeg lokke hende lidt med ... der er mælk... altså mælk det kan altid lokke hende (Griner). Eller også så siger jeg; Det er fint nok, så sætter jeg mig bare og spiser og siger ej hvor er det lækkert, prøv lige at se ... og så kommer hun sådan stille og roligt.

T: Har dine madvaner og rutiner ændret sig meget i forhold til at du har fået hende?

H: Ja altså jeg tænker rigtig meget over, at det skal være sundt og varieret. Hvor at, da det bare var mig selv, så kunne man godt sige, ja okay ..nu er jeg bare træt... nu gider jeg ikke... så jeg laver bare et eller andet hurtigt ik.

T: Og det er så primært for hende skyld, at du tænker?

H: Ja og så også mig selv. For jeg kan jo godt tåle at tabe mig så... Men det er primært for hende. Og ja - og også for mig. Men det er jo så også i bund og grund for hende, for at jeg ligesom kan være der for hende.

T: Nu havde jo æggekagen i dag, nogle grøntsager til og nogle pølser. Hvorfor vælger du ligesom at lave det her tilbehør med grøntsager og pølser - Betyder det meget for dig, at have noget forskelligt at vælge imellem?

H: Ja altså. Det er det jeg godt kan lide ved æggekagen. Jeg kunne også have proppet det hele ned i æggekagen og så bare ind i ovnene, men jeg kan godt lide, at man selv kan vælge. Og der er lidt kød-agtigt, og der er lidt fedt. Der er en masse forskellige grøntsager. og så bare mixe det. Det kan jeg rigtig godt lide.

T: Spiser du typisk grøntsager på den her måde, hvor de er rå grøntsager? Du sagde også noget med at du koger dem nogle gange...

H: Ja altså hvis det er broccoli og gulerødder og sådan noget eller jeg sætter det på panden. Men når det er agurker og peberfrugter så er det.. ja.. rå...

T: Hvis nu du skulle spise noget mere tilbehør til din mad, hvad skulle der så til, for at få dig til at spise flere grøntsager eller få dig til at spise noget andet kød? Kunne du ændre dine vaner på en eller anden måde - tror du det?

H: Altså ja. Jeg skal nok bare have inspirationen til hvordan jeg kan lave retterne anderledes eller tænke grøntsagerne anderledes. Fordi det kan jo hurtigt blive det samme. Og så bliver man bare træt af broccoli... eller man gør det på den samme måde hele tiden, fordi at jeg ved, at det smager godt kogt til det kylling. Og så bliver man bare træt af det ik. Så noget mere inspiration.

T: Nu siger du inspiration. Hvad betyder det? Hvad skulle det være?

H: For mig er det nok mest i mit nærområde, at jeg får prøvet at af.... når det ikke er mig der laver maden - så er jeg tvunget til lidt at smage det.

T: Så hvis det er nogen der ligesom laver mad til dig?

H: Ja. At jeg selv tør, at springe ud i at prøve det. Nu er jeg meget spændt på det med Diætisthuset. Jeg håber at de kan give mig noget inspiration til, hvordan man kan bruge grøntsagerne anderledes end det jeg kender til.

T: Ser du nogensinde noget i fjernsynet eller reklamer? Eller på facebook? Ser du et eller andet, hvor du tænker? - Ej det vil jeg også prøve, selvom du egentlig godt ved, at det ikke er dine yndlings grøntsager eller dit yndlings kød - men du stadigvæk laver det?

H: Ja - altså jeg følger hende der Salat Tøsen, på facebook. Og hun har lagt, sådan nogle virkelig fede billeder op, ad en masse grønt og sådan noget. Altså noget helt andet. Spidskål fx, som en

wrap eller et eller andet. Så tænker jeg, ej det ser da virkelig lækkert ud og spændende og nyt og.. ja ... så kan jeg godt blive inspireret til at prøve det.

T: Jeg tror vi har det hele.

Appendix 11: Transcription, Family 4, Michelle & Mads

Conducted 13.03.2018

Researcher: Tenna M. Næsager (T) & Anni Nørlov (A)

Family: Michelle, mother (M) & Mads, son (MA)

A: Hvordan organisere du dine indkøbsture normalt?

M: Øhm, nogen gange skriver jeg indkøbsseddel og andre gange, så handler jeg bare hvad jeg lige kommer i tanke om når jeg går i gennem

A: hvad gør, at du laver en seddel?

M: Øhm, det er hvis jeg har planlagt noget mad, så laver jeg en seddel. Hvis ikke jeg har planlagt mad, så laver jeg ikke nogen seddel

A: så laver du ikke nogen seddel. Så det, er det så impuls køb, eller lader du dig inspirerer af noget i butikken eller ?

M: jeg tror jeg lader mig inspirere, det er ikke altid jeg har fundet på hvad jeg skal lave, så tænker jeg så nå jeg kommer ned i butikken, så kan det være jeg får lyst til et eller andet

A: noget spændende. Hvad bliver du inspireret af?

M: Øhm, tilbud (griner). Hvis de er tilbud på kød f.eks. så finde jeg på noget med kød. Hvis det er, tit så er det sådan noget med, hvis det udløber dagen efter, så er der billig oksekød, så er det nemt at lave pasta kødsovs

A: Så du går efter nogle tilbud, er der nogle andre ting du sådan fokusere på når du handler?

M: Øhm, at det helst gerne må være sundt, det er ikke altid det bliver det, men det må helst gerne være sådan nogenlunde sundt

A: ja, hvad er sundt for dig?

M: eh hh (lille pause), der må gerne være et par grøntsager i hvert fald, og helst ikke for meget fedtstof

A: ja okay, og hvorfor?

M: mmmmh, fordi at, det synes jeg er rart, at der, at der bare er en lille smule grøntsager, så der er nogen vitaminer og sådan noget

A: er det noget du sådan er vokset op med selv, eller?

M: næh, jeg tror det kommer i at jeg begyndte at træne meget, og så i en periode, da spiste jeg så endnu mere sundt end jeg gør nu

A: Okay, hvordan kan det være?

M: Fordi at øhm, det passede til træning og skulle være det rigtig energi og sådan noget. Skulle helst ikke have for meget af det tunge og stivelse og så

A: okay, hvad var det for noget træning?

M: det var bare fitness01:45

A: hvor blev du så inspirere af alt det sunde der fra?

M: øhm, det ved jeg ikke

A: Var det sådan venner, eller var det ene i fitness eller?

M: tror det bare var et spark af mig selv til at nu skulle jeg leve sundere

A: Var det før øhm lille manden (referere til Mads)

M: nej, det var egentlig efter, faktisk

A: Ja. Hvad tror du der gjorde at du havde den følelse af nu skal du ligesom være sund og træning

M: Jeg tror det er den der mor-krop noget. Når man lige har fået et barn

A: Ja, den skulle tilpasses og rettens ind. Og hvordan plejer du så at komme til og fra supermarked?

M: Øhm, halvdelen af gangene med bil og halvdelen af gange på gå-ben

A: Okay, hvor tit handler du på en uge?

M: (tænke tid) nogen uger er det næsten hver dag, andre under så kan det godt være, så kan jeg nøjes med 3 gange om ugen

A: okay, kan du godt lide at handle?

M: ja jeg synes det er meget hyggeligt.

A: ja, hvorfor?

M: det ved jeg ikke

A: men har du selv været med som barn ude at handle og?

M: ja det har jeg rigtig meget

A: og det nød du også?

M: ja det synes jeg også var meget hyggeligt (griner) især hvis man fik lov til at få noget ekstra med hjem

A: oh ja, (griner) det kan jeg godt huske. Hvad hedder det, har du tit ham med eller hvordan fungere det?

M: ja, jeg har, jeg har tit ham med. også fordi, det er tit jeg handler i weekenden og sådan nogle ting. Men der er også indimellem hvor jeg ikke har

A: ser du nogle udfordringer i at have ham med?

M: Øhm, hvis han er meget træt, så, så kan der godt være lidt problemer

A: hvad er det for nogle udfordringer du oplever?

M: det er at han ikke helt vil sidde i klapvognen, eller at han løber sin vej, eller sådan noget.

A: hvordan påvirker det så dit indkøb?

M: Øhm, så bliver det lidt hurtigt ikke, så glemmer man nogen gange et par ting eller et eller andet.

A: hvad med den liste du havde i dag, nåede du alt hvad du skulle have på den, eller hvordan var det?

M: ja, det gjorde jeg faktisk. ja

A: Jeg kunne se du også prøvede sådan, altså du gik til nogle forskellige afdelinger hvor du kiggede lidt hurtigt, men du fandt ikke rigtig sådan noget, du tog. Hvordan kan det være?

M: Fordi jeg lige skulle se om det var et eller andet jeg manglede og skulle have med

A: åh, om du lige havde glemt et eller andet?

M: ja

A: Køber du så alt på én gang eller, altså nu når du handler hver dag til 3 gange om ugen ca. Køber du så mange ting på en gang eller hvordan?

M: mmmmh, Det er lidt forskellige, det kommer an på, med skolen f.eks. dagen efter. Altså fordi nu har jeg lavet mad i dag som kan bruges igen i morgen til frokost, og sådan noget. Så handler, så, så handler jeg ikke så mange ting, fordi det ligesom kan bruges over længere tid

A: Over længere tid ja

M: Hvis man kan sige det. Men andre gange så handler jeg også lidt størrer. For det meste er det små ting

A: okay, lige som i dag eller hvad?

M: Okay

A: det var sådan egentlig lidt (!)04:36

M: ja, det er sådan rimelig normalt

A: Det er sådan meget standart?

M: ja

A: Hvad med det du har købt i dag, var der noget der sådan indgik i retten eller?

M: ja jeg købte agurk og ... hvad købte jeg mere i dag (pause)

A: Mælk

M: Pause, jamen det blev faktisk ikke brugt, jeg havde faktisk det meste tror jeg. Fordi at jeg havde bulgur, og jeg havde løg og jeg havde ost, det var stort set det. Så manglede kun.. det var stort set det

A: det var stort set det, hvordan kan det være du så handlede

M: ... og kylling købte jeg også til i dag

A: det er rigtig, og jeg lagde mærke til du var sådan ret målrettet da du gik hen til montren men da du så kiggede ned, så var det lidt som om at du kiggede på nogle forskellige ting, hva, hva skete der der?

M: ja jeg plejer at kigge om der er nogle tilbud, om der netop er det der med om det er er udløbet.

A: Var kylling på listen så eller?

M: ja, nej der stod bare kød, så det kunne være, det kunne også være hakket kød der var kommet i.

A: og hvorfor så valgt du så kyllingen

M: øhm, fordi det havde jeg lyst til (griner)

A: og hvorfor havde du lyst til det?

M: det var bare det jeg havde lyst til i dag, der var ikke rigtig så meget

A: nå, der var også kylling i maden i dag?

M: ja

A: det så jeg nemlig ikke, (griner)

M: ja det var bare, der var bare karry på, så det var blevet gult

A: Nåååh ja, (!) 05:44 Tror du han påvirker hvad du sådan handler ind, altså når du skal lave den liste eller når du skal forbedre dig? Tror du han påvirker dig og hvordan?

M: mmmmh, nej det tror jeg faktisk ikke

A: nej

M: det kan godt være han påvirker mig lidt når jeg er ude at handle og tænker "okay, han har lyst til ostehaps, så køber vi nogle ostehapser med hjem, men det er ikke så tit det sker

A: Når du så forbereder dine indkøb, har du så ham med inden under dine tanker?

M: mmh, ja jeg tænker på, hvis vi er ved at købe tør for et eller andet, for noget snack eller rosiner eller sådan noget. Så er det jo på en eller anden måde til ham jo kun. Så på den måde er han ind over, men ellers så ikke rigtig.

A: jeg lange mærke til at du tog klapvognen, og så stillede du den sådan så at han kunne se alle se ting, du faktisk skulle til at vælge, hvordan kan det være?

M: øhm, jamen han synes nogen gange det er meget spændende at være med. Nogen gange så vil han også gerne selv ud at gå, så får ham lov til at tage nogle af tingene, hvis vi ved at, hvis jeg ved at vi skal have en bestemt slags (!) 06:41 så får han lov til at tage det. Så han også er med, øhm

A: ja, hvordan kan det være?

M: Det er for at det ikke blive kedelig for ham, så han ikke bliver, altså så han føler han er en del af det. Så han ikke bliver udelukket på en eller anden måde.

A: Hvad betyder det for dig?

M: Øhm, jamen, ja han bliver ikke så sur, det er en måde at distrahere ham på. Også, også for at distrahere ham for at have lyst til at skulle have alt muligt

A: andre ting ja. Jeg lagde også mærke til at det der pålæg det fyldte meget for ham på en eller anden tur [07:14](#) , det var ligesom, han ville holde det og det han selv havde valgt den også, det lagde jeg mærke til nemlig

M: nej, jeg vidste han godt kunne lide det, så jeg spurgte om han gerne vil have den. og det vil han gerne

A: ja, og så fik han lov til at holde den

M: og så fik han lov til at holde den

A: hvad betyder det for dig at han ligesom kan få lov til at vælge lige den ting han godt selv vil spise?

M: det er jo, jeg kan godt lide at han også selv kan få lov til at bestemme lidt. Det er lidt kedeligt, hvis man altid får, altså hvis der altid er nogen der siger hvad man skal spise, (griner), så tænker det er meget rart for ham også nogen gange selv at få lov til at vælge. Det er jo også en del af hans udvikling, at han også kan vælge

A: hvordan tror du det påvirker ham i hans udvikling, som du nævner?

M: Ehm, jamen det, positivt, det hjælper hans udvikling, kan man sige. Ja jeg ved ikke hva...

A: .. det er også sådan for at komme helt ned under lagene ikke

M: ja

A, M: Griner begge to

A: kann du fortælle lidt omkring dine valg af grøntsager, kød os andre fødevarer sådan generelt?

M: øhm, jeg ville gerne købe økologiske hvad angår grøntsager, men det kommer lige an på. Hvis det kun er et par kr. dyrere så kunne jeg godt finde på at købe økologisk. Men ellers så er det

generelt overordnet set det billigste jeg vælger. Nogen gange havregryn kan jeg også godt tage økologisk og sådan noget. Det der ikke er så stor pris forskel på, men

A: Så jeg kan fornemme du har noget med økonomi, du også sådan tænker over?

M: ja

A: hvordan kan det være?

M: øhm, fordi der ikke er så store penge på madbudgettet, så man må spare der hvor man kan

A: Ja selvfølgelig. Og hvad var det der stod på din liste i dag, ikke for sådan, altså bare var det?

M: der stod, yoghurt, og mælk, og agurk og kød ... (pause) og så stod der, safte, saftevand, så kan jeg ikke huske om der stod mælk.

A: Det var meget præcist

M: rugbrød

A: Ja det var meget præcist det du handlede

M: ja

A: så det var fyldstgørende

M: så kom der lige bananer med i købet, og jordbær

A: hvordan kan det være?

M: Det er fordi at jeg havde glemt at, eller jeg havde ikke tænkt over min morgenmad til i morgentidlig.

A: arh, hvad spiser du til morgenmad?

M: Jeg laver en, en shake, hvor jeg propper bananer, frosne jordbær og noget protein pulver i

A: okay, så det var det jordbærene skulle bruges til?

M: ja

A: er det også noget han får?

M: nej, det er det ikke rigtig. Jeg vil helst ikke give ham noget med proteinpulver i

A: nej, jeg tænker jordbær f.eks. eller

M: vi har, en sjældent gang imellem lavet milkshake sammen om aftenen hvis det er, altså, men det er mest kun i weekenderne, så kan vi godt finde på at lave en milkshake sammen. Med frosne jordbær, men det sker ikke så tit

A: hvad er det, sådan en hygge ting for jer, eller hvad betyder det?

M: ja. Det, det er lidt ligesom slik, agtig. Ja. Også fordi der er meget sukker i jordbær, selvom det er jordbær, så er der meget sukker i

A: Ja, sådan frugt

M: ja

A: Oooog, jeg tror faktisk vi har været igennem det hele, det gik sådan ret hurtigt. (pause, kalder på Tenna)

A: jeg har lige en sidste en, øhm altså du går meget sådan målrettet til værks de forskellige steder, og så er det som om når du er der, så lader du dig lidt inspirerer i kategorier, hvordan kan det være?

M: ja, øhm jeg screener lige priserne, det var også det jeg gjorde med kylling idag. Når jeg også lige tjekker hvad, kg mæssigt hvad kan f.eks. svare sig. om det ka, og det bedst kan svare sig at tage de små pakker, eller om jeg lige så godt kan købe en stor pak. I dag blev det en lidt større pakke

A: Ja, hvad med udseende og altså

M: det gør også noget, og holdbarhed, gør også noget, og så. Det var blandt andet, jeg kiggede på flere forskellige rugbrød, fordi jeg kan lige så godt tage det der holder længst tid. Øhm, da har jeg ikke de store præferencer, men rugbrød det skal være bare, billigt og det holder i lang tid

A: hvad med sådan i grønafdelingen, det var også som om altså da vidste du også hvad du skulle have. Du kiggede ikke videre på andre ting, sådan, hvordan kan det være?

M: Øhm, det ved jeg ikke. Fordi at, så vil det blive for dyrt. Ellers så køber jeg avokado og sådan noget, så bliver det for dyrt

A: Så du kunne ikke finde på at impuls købe, helt vildt mange grøntsager eller?

M: mmh, nej det sker ikke så tit

A: nej okay

M: det, det er kun hvis jeg skal lave salat eller sådan noget, så bliver det impuls

A: Så, økonomien er ligesom også med ind over der?

M: ja, men da har jeg også nogen gange, hvis jeg har vidst jeg skulle bruge en masse grøntsager, så har jeg prøvet Too good to go, der ligger nemlig ude i sengeløse, da kan man hente too good to go, så er det mad der er ved at udløbe, men ikke helt er det. Så det henter jeg også indimellem. Så får man sådan en pose af grønt, man. Frugt og grønt som man ikke ved på forhånd, og så finder jeg på mad ud fra det?

A: nåh, og så er det billig penge og?

M: ja, så 29 kr for sådan en stor pose frugt og grønt. Det er en app

A: spændenden, jamen så blev jeg også lidt klogere

(Skift mellem researcher)

T: Nå, men så er det bare lige i forhold til da i lavede mad. I dag da blev han jo så aktiveret en lille smule af Anni, Hvad, hvordan plejer det sådan at foregår når du ..

M: .. så plejer han at komme ind og sidde i sofaen og se fjernsyn, eller nogen gange sker det også at han får lov til at få en finstang eller sådan noget. Det er ikke så tit, fordi jeg ved godt det påvirker hans, hvor meget han spiser, så det sker kun indimellem

T: okay, er han nogengange med til at lave mad også eller?

M: ikke så meget, øhm. Og det er lige så meget fordi så er det ud over det hele, så. Nogengange er han med når vi bager, eller sådan noget, så får han lov til at hælde nogle ting i, men det er ikke sådan så... det hele store endnu.

T: Nej

M: det kommer, jeg vil gerne have ham med, men jeg synes det er lidt svært nu

T: ja. Har, har du selv været med til at lave mad, den gang ud var barn, om du kan huske det eller?

M: åh, nu stor min barndom meget fjern, men ikk det store, ikke det store. Jo madpakker, de skulle vi lave selv, men ellers så ikke det store

T: okay, nej. Hvad betyder mad, nu snakkede du selvfølgelig lidt om i forhold til træning osv, hvad betyder mad i dit liv?

M: Øhm, (tænke pause) det ved jeg ikke. Det... skal gerne være noget der smager godt, og så skal det være noget der er nemt. Jeg gider ikke bruge flere timer på mad. Det, det gider jeg ikke. Så har jeg en kæreste der kan det [13:28](#)

T: okay,

M: det gider jeg ikke

T: okay, er han også med i hverdagsbilledet en gang i mellem?

M: Hun er også med

T: nå hun er, ja okay

M: og hendes datter

T: ja okay.

M: men det, vi bor ikke sammen, men vi spiser mad sammen ind i mellem og sover hos hinanden ind i mellem.

T: ja, har hun en datter der er jævn alderne så?

M: ja, de er sammen alder

T: nå, det er da dejligt - hvor hyggeligt. Øhm, har din madlavningsrutiner ændret sig igennem årene? hvad du sådan kan huske af?

M: øhm, ja, det har de. Jeg er blevet lidt mere sådan, ligeglad med hvad vi får til aftensmad. Det er bare, altså det skal være noget nemt, og det skal være noget billigt, og noget han kan lide, og gerne noget der er en lille smule næring i, ikke

T: ja. Hvad kan han godt lide at spise? har han nogle præferencer?

M: alt, altså der er næsten ikke det han ikke spiser. Risengrød spiser han ikke, men det er også stort set det.

T: okay, og hvad, har du sådan nogle faste retter altså er der sådan 3 retter du plejer at lave eller, der altid kommer

M: øhm, der bliver lavet meget pasta kødsovs, så bliver der lavet meget af det der bulgur. Øhm, blandingsret, så er det jo lidt forskelligt hvad der kommer i hver gang. Øhm, det ved jeg ikke hvad den sidste er, det.. Rugbrødsmadder...

T: Ja oki. Får de mad nede i vuggestuen?

M: De får varm mad i vuggestuen. Det er også derfor, indimellem så får vi bare rugbrød eller havregrød til aftensmad. Når det er de sene dag.

T: Hvad med inden du fik ham. Spiste du så også aftensmad hver dag.

M: Ja ja det gjorde jeg. Jeg spiser nok færre gange morgenmad nu når jeg har fået ham. Men ellers er det nok det samme. Spiser lidt tidligere jo, fordi at han skal i seng. Men ellers så..

T: Og I plejer at spise der omkring kl. 17.00

M: Ja ca. deromkring.

T: Du snakket om at du også havde boet sammen med en kæreste også. Var det inden du fik ham?

M: Ja det var inden ham. Så jeg har boet alene stort set al den tid med ham. Jeg boede lige ved mine forældre inden jeg fik lejligheden fordi, jeg ikke kunne finde noget sted at bo. Så var det, det eneste alternativ.

T: Hvor har du lært at lave mad henne?

M: Mmm jeg tror det er lidt på Gefülden, jeg prøver mig frem. Får nogle gange inspiration hvis jeg er ude og spise hos andre. Den ene af retterne jeg har, som jeg ikke laver så tit nu, som jeg gjorde før i tiden, det var så en ting vi fik på efterskolen. Altså det er sådan hist og her. Mine forældre de kan ikke finde ud, af at lave mad. Så det er ikke derfor. Så det er sådan lidt. Hvis der er et eller andet jeg har lyst til, som jeg ikke lige ved hvordan man laver, så må jeg finde en opskrift på google.

T: Så du bliver inspireret udefra nogle steder?

M: Ja det gør jeg.

T: Kan du godt lide at lave mad?

M: Nogle gange er det fint nok. Jeg gider ikke gøre det hver dag. Men ind imellem er det meget hyggeligt. Det kommer også an på, hvilket humør han er i.

T: Hvad prioriterer du når du laver mad? I dag fik I noget kylling med noget bulgur. Skal der altså være noget kød eller nogle grøntsager?

M: Der skal helst altid være nogle grøntsager i hvert fald. Og kød det er der også altid faktisk. Jeg har overvejet om jeg skulle prøve det der plantefars. Men jeg ved ikke helt, om jeg tør at kaste mig ud i det. Altså det behøver der ikke som sådan. Men tror bare det er ren vane, at der altid har været kød i vores retter. Jeg har også et par gange lavet med falafel. Pitabrød med falafel fx. For det meste er der kød i.

T: I forhold til grøntsager, du synes det er vigtigt med vitamin hørte jeg du sagde. Og er det så derfor du tænker at det skal vi have? - kød og grøntsager?

M: Ja for at det mætter også - i forhold til at så kan man tage lidt mindre stivelse med.

T: Er der nogle grøntsager du ikke kan lide?

M: Det ved jeg faktisk ikke. Det tror jeg ikke.

T: Er der nogen der går igen af grøntsager?

M: Gulerødder bl.a. for det er nemt at rive i sådan noget som pasta og kødsauce. Og agurk. Det ved jeg ikke. En masse sådan noget squash. Det er sådan lidt en god blanding af det hele.

T: Og han spiser også bare alt?

M: Han spiser alt. Han har været lidt. Det eneste det han har haft problemer med at spise i en periode, det var champignon, men det er jo heller ikke nogen grøntsag kan man sige.

T: Hvor mange måltider spiser I sammen om bordet herhjemme? Får I morgenmad herhjemme?

M: Ja - det er så ikke altid jeg spiser. Men Mads spiser imens jeg sidder her. Og så aftensmad. Morgenmad og aftensmad spiser vi sammen.

T: Spiser I ofte herhjemme eller spiser I også nogle gange sammen med din kæreste eller hos dine forældre?

M: Hvis jeg er ude, så er det typisk hos min kæreste eller hos min kusine. Det er sådan en gang om måneden måske vi er derhjemme.

T: Du spørger på et tidspunkt, om han ikke kommer med ud, og vælger en tallerken. Er det noget han plejer at gøre?

M: Ja.

T: Og det er fordi han skal vælge en speciel?

M: Det er farver. Og så får han lov til selv at vælge. Det ville han så ikke i dag. Der var fokus på noget andet.

T: Så siger du noget i forhold til, at I lige skal rydde op inden I skal spise. Du går også og rydder op imens du laver mad. Kan du godt lide at der ligesom er ryddet op inden I sætter jer omkring bordet.

M: Ja der er ikke altid ryddet helt op. Men jeg prøver sådan hvad jeg nu kan nå. Det kommer også på hvor meget opmærksomhed det mad jeg laver kræver. I dag krævede det ikke så meget, så der

kunne jeg godt nå at rydde op. Så så vidt muligt prøver jeg at rydde op, så jeg kan sætte mig og slappe af når han er lagt.

T: Oplever du nogle udfordringer i forbindelse med det mad du serverer? Er der noget du tænker, det her vil jeg gerne kunne gøre bedre?

M: Jeg kunne godt tænke mig mere tid generelt. Til at lave mere ordentlig mad. Det er der bare ikke tid til i vores hverdag. Mad der tager en times tid, det ville ikke være realistisk.

t: Når du så siger ordentligt mad?

M: Ovnretter, rodfrugter i ovnen. Det kan jeg rigtig godt lide, men jeg har bare ikke tid til at lave det.

T: Er det så anderledes i weekenderne hvor der er mere tid?

M: Ja ind imellem, men det kommer også an på hvilket humør han er i. Nogle gange er jeg også nødt til at tænke på, han er også i dårlig humør i dag, så må man ... så blev det bare noget nemt og hyggeligt.

T: Er der på noget tidspunkt, hvor du ikke er sammen med ham? Hvor du er alene herhjemme og laver mad?

M: Aldrig nej. Altid til aftensmads. Der har lige været én gang i en weekend, hvor jeg ikke havde ham til aftensmad, men der var jeg ude.

T: I forhold til spisingen. Var der noget anderledes i dag end hvad det plejer at være?

M: Det tror jeg ikke. Jo andet end han legede lidt mere end han måske ville have gjort, hvis ikke I havde været her. Så havde han måske siddet og set fjernsyn i stedet for. Men ellers tror jeg ikke.

T: Men forstyrrer han dig mange gange? Kommer han tid ud og siger ... nu skal du lige det?

M: Indimellem. Det kommer igen an på hvilken dag han har. Nogle dage så leger han rigtig godt selv. Andre dage der leger han ikke særlig godt selv, og så kommer han ud nogle gange, og så må man lige placere ham med et eller andet.

T: Sidder I altid her ved bordet og spiser sammen, eller sidder I også nogle gange nede ved sofaen?

M: Vi sidder aldrig nede ved sofaen. Det prøvede vi en gang til morgenmad, og det tog os flere måneder at ligesom få sagt, nej det skal vi ikke. Så det er altid oppe ved bordet. For ellers plager han om det.

A: Jeres spise situation i dag. Hvordan var den i forhold til hvad den plejer at være?

M: Nogenlunde som den plejer. Han spiste måske lidt mindre end han plejer

A: Han fik 1 portion eller?

M: Ja og han spiste den også op.

A: Og I plejer at spise her og med nogenlunde samme dynamik? Eller var han påvirket af noget?

M: Tror måske han var påvirket lidt af... han kiggede lige ind i mellem over til dig....

A: Hvad med dig, var du påvirket af noget?

M: En lille smule? Det ved jeg ikke. Sådan at blive overvåget.

A: Hvad tror du måske der skulle til, hvis du skulle inkorporerer flere grøntsager i måltidet?

M: Jeg ved det faktisk ikke helt. Altså det er sådan lidt. Det er også økonomien med hvor mange grøntsager man tager med. Og så kreativiteten. Jeg er ikke så kreativ hvad angår mad.

A: Hvordan kan det være?

M: Det ved jeg ikke. Jeg kan ikke helt finde på. Det er også derfor sjældent... Det er kun indimellem jeg har plan for hvad det er vi skal have. Fordi jeg ikke er kreativ til at finde på...

A: Prøver du nogle gange at finde nogle steder, hvor du kan få noget inspiration?

M: Ja det sker ikke så tit, men indimellem har jeg prøvet at søge på nemme opskrifter, eller et eller andet inde på google. For at finde noget.

A: Så primært google? Føler du at der er nogle forhindringer, andet end det du nævner nu, med at købe flere grøntsager og spise flere grøntsager?

M: Næhh.. Det er nok det der med vanen med at man ikke er vant til. Hjemmefra spiste vi ikke så mange grøntsager.

A: Hvor tror du forhindringen ligger er det når du forberede indkøb, nede i butikken, når du skal tilberede det eller når du skal spise det? Hvor tror du, at den primære udfordring ligger for dig?

M: Det er nok indkøbben. Det er meget økonomi med også at tænke på, hvor meget der bliver tilovers. For vi er kun 2. Så hvis man køber en salat, så er der en masse der bliver smidt ud i skraldespanden, fordi det er udløbet eller et eller andet. Det synes jeg synes jeg også er sådan lidt spild.

A: Går du op i madspild?

M: Ja det gør jeg faktisk. Det er også derfor jeg købe To-Good-To-Go. Og kød på tilbud og sådan noget. Samtidig med, så smider jeg også tit mad i fryseren.

A: Har du fryseplads?

M: Ja jeg har sådan 3 skuffer. Jeg smed også noget kylling i dag i fryseren.

A: Så var der noget til familiens Hus. Bare nogle korte spørgsmål. Hvor lang tid er du kommet i familiens hus?

M: Øhm. Næsten 5 måneder inden jeg fik Mads.

A: Hvordan kan det være?

M: Det var fordi, at de havde sådan noget familie-fødselsforberedelse.

A: Har du været i mødregruppe?

M: Ja.

A: Hvor længe er du så kommet i huset?

M: Det må så være 3 år.

A: Har du så jævnligt været der?

M: Ja. Det er sådan.. Der har lige været en periode hvor jeg ikke har været der så meget. Og så tilbage igen.

A: Hvordan kan det være, at du ikke har været der?

M: Det er fordi der ikke har været så meget tid til det. Jeg har også haft andre ting. Så har der ikke lige været noget der passede til os. Mads har haft svært ved... i en periode at være sammen med mange mennesker. Han er ikke så god til støj.

A: Hvad får du ud af, at komme i familiens hus?

M: Der er noget socialt i det. Man får snakket med nogen. Så er det meget rart at der er nogle bl.a. sundhedsplejersker og pædagoger, så man kan spørge... nu reagerer han sådan her, hvad skal jeg gøre ved det. Det synes jeg er meget fedt.

A: Er du glad for huset så?

M: Ja. Jeg synes det er fint. Samtidig med, at så kan man også få et gratis måltid (Griner).

A: Hvad bruger du primært huset til? Andet en gratis mad, fødselsforberedelse.

M: Og mødregruppe... Det er stort set det tror jeg. Jeg har været til psykolog dernede to gange også. Men det er et år siden.

A: Vi kan også se, at de har mange aktiviteter, vi har fulgt dem lidt på Facebook. Er der nogle af dem, du går til?

M: Det er ikke så mange af dem. Dem de slår op med Cafémødestedet har jeg været til nogle gange. Det er jeg til indimellem. Så er der nogle forskellige emner og sådan. Det er sådan det. Jeg er ikke så meget med på de der ture. For jeg har ikke så meget tid til det. Der er tit, så er der enten noget arbejde eller andet i vejen.

A: Du har da også rigeligt at se til...

M: Ja. To jobs og studie så.

A: Og barn.

M: Og barn (Griner)

A: Kan du fortælle lidt om dine forældre, og hvordan de hjælper dig i hverdagen?

M: Øh. De hjælper lidt med pasning eller hentning af Mads, hvis jeg ikke kan nå det. Eller hvis der er noget trafik der skaber propper og jeg ikke kan nå at hente ham. Så hjælper de der. Det er sådan... Betaler min telefonregning (Griner).

A: Føler du, at der er nogle udfordringer ved at være enlig mor til Mads?

M: Der er nogle udfordringer i forhold til, at man nogle gange godt kunne have brug for en pause. Eller bare en time, hvor man kunne slappe af. Lige det. Det er nok den udfordring jeg har sværeste med. At man ikke har en weekend eller et eller andet, hvor man kan gøre et eller andet. Enten så er der arbejde, ellers så er det mor-hatten. Så det er den største udfordring. Det der med pusterummet der mangler.

A: That was is

Appendix 12: Interview-guide

Practice	Questions	Notes
Shopping	<p>Hvordan organiserer du dine indkøbsture?</p> <p>Hvordan plejer du at komme til og fra supermarked?</p> <p>Planlægger du hvad du skal købe? Hvordan?</p> <p>Køber du alt på en gang?</p> <p>Hvordan og hvornår handler du oftest?</p> <p>Er børn/barn med når du handler? Hvorfor, hvorfor ikke?</p> <p>Hvilke varer går du typisk efter når du handler? (Øko, konventionel, dansk, udenlandsk, tilbud, kvalitet)</p> <p>Er der noget bestemt der har påvirket / påvirker hvad du indkøber?</p> <p>Kan du fortælle lidt omkring dit valg af grøntsager, kød osv?</p> <p>Kan du fortælle lidt omkring dine fravalg af kød og grøntsager osv?</p> <p>Oplever du nogle udfordringer i forbindelse med indkøb?</p>	
Cooking	<p>Kan du godt lide at lave mad?</p> <p>Hvor har du lært at lave mad?</p> <p>Hvilken betydning har mad i dit liv? (er det overlevelse eller nydelse)</p> <p>Har din madlavnings rutiner ændret sig igennem året? I så fald, hvorfor, hvordan, hvornår?</p> <p>Oplever du nogle udfordringer i forbindelse med det mad du laver?</p> <p>Laver du nogen gange nye retter, du ikke har prøvet før, eller holder du dig til dem du kender?</p> <p>Hvor får du inspiration fra? Både før under og efter</p> <p>Hvad prioriterer når du laver mad?</p>	

	<p>Er der nogen/noget der har påvirket / der påvirker dig i dine madlavnings rutiner?</p> <p>Kan du prøve at nævne tre favorit retter du laver i hverdagen?</p> <p>Hvor mange måltider spiser I omkring samme bord i familien?</p> <p>Spiser I oftest hjemme? (evt nogle gange ude, hos andre)</p> <p>Kan du beskrive jeres måltidssituation i går aftes?</p> <p>Inddrager du nogle gange dit barn/børn i madlavningen?</p>	
Consuming	<p>Oplever du nogle udfordringer i forbindelse med det mad du serverer?</p> <p>Hvorfor spiser du grøntsager?</p> <p>Hvordan spiser du oftest grøntsager? (rå, kogte, separat, en del af maden)</p> <p>Har jeres grøntsagsindtag ændret sig? Hvorfor, hvordan</p> <p>Hvilke grøntsager spiser I oftest? Hvorfor</p> <p>Hvilke grøntsager spiser I ikke? Hvorfor</p> <p>Hvad skulle der til for, at I kunne inkorporere flere grøntsager i måltiderne?</p> <p>Føler du nogle forhindringer i forbindelse med, at skulle købe, tilberede og spise flere grøntsager?</p>	

Follow up questions from observation:

- De aktiviteter som husstandens medlemmer engagerer sig i, mens man er i hjemmet.
- Det antal familiemedlemmer, der deltager i en bestemt aktivitet.
- Det sprog, der bruges til at beskrive ting eller fænomener, der er vigtige for dem.
- De fysiske elementer, der indgår i aktiviteterne