

profile

Marilyn Waters

COMMUNITY EDUCATOR, NUTRITION AND HEALTH



I've lived out in Far Rockaway for thirty-five years, and I simply love the Rockaways. I have been working for Cornell Cooperative Extension for fifteen years and enjoy every minute, helping people empower themselves with new knowledge that will keep them healthy. The traveling gets a little hard at times, for we go from agency to agency and school to school, giving nutrition workshops so that parents, young adults, teen mothers and children will learn how to prepare and select well-balanced meals.

Right now, I'm doing fourteen classes. I have eight youth groups, five adult groups and one teen-mothers group. Two of my youth groups are done in the afternoon from 3:30 pm to 5:30 pm. It's called the Virtual-Y, an after-school program that is located in Far Rockaway at P.S. 197. On Fridays, I work at P.S. 99 in Kew Gardens, which takes me about an hour and a half to get to by train. There, I work with six second-grade classes. They enjoy learning the Food Guide Pyramid, how to plan a well-balanced meal, how to wash their hand for twenty seconds by singing a song, and trying new types of snacks. They also enjoy doing the Food Guide Pyramid puzzle, word-search crossword puzzles and playing "Food Jeopardy."

All the groups that I teach are special, but my favorite is New Beginnings, a teen mothers' G.E.D. and parenting program in Jamaica, Queens. The program is set up where these young mothers, thirteen through eighteen years old,

are allowed to bring their babies and toddlers with them to school. They receive a Metro [subway] card and also a well-balanced lunch as long as they stay in the program. As a community educator, my job is to give them parenting and nutrition workshops for twelve to eighteen weeks.

To me, when you have seen these young ladies struggle to get up early in the morning, get themselves dressed and then dress their children, struggle on the crowded bus and train with strollers, baby bags and book bags, through the rain, sleet and snow and work hard to get their G.E.D, it's so rewarding, you can't do anything but cry. You have to be at one of their graduations to know what I'm talking about. To see how beautiful they are on their graduation day, all dressed up in their caps and gowns, and the babies are in their caps and gowns, and they're marching in on "Ain't no Stopping Us Now," you can't do anything but cry.

They allow me to speak and also give out the Nutrition and Health certificate. I let them and their parents know that this is not only rewarding for them, but it's also rewarding for their teachers, the director and the other staff members. It really is a joyful time for all of us. Just like they struggle, we also struggled along with them, hoping and praying that they would make it — and they did it. I let their parents know that they came to school upset and crying because it was snowing, and they dropped their books; it was raining, and they got soaked trying to keep the baby dry. It was a struggle, but they made it.

Profile developed by Margo Hittleman and Marilyn Waters

And it's so rewarding.

I have been teaching at this agency for fourteen years, and the years of working with them are so rewarding. I get very attached to these young mothers who have had so many problems. First of all, just being thirteen and having a baby is a problem all by itself. Most of them are stressed out most of the time. Maybe the baby's father left them. Some of them are living in shelters or foster care. Others may not be getting along with their parents, and many of them do not have anyone to help them with their child.

Most of the workshops are held in a large conference area. The daycare provider is across the hall with the children. Each one gets enough time to express how she feels. I try not to have one person doing all the talking; we set up a limited time. We discuss different topics such as how did you feel this morning getting up and getting to school on time? How long did it take you to get to school this morning and how could you have made things easier for yourself? Did you feed the baby, or did you get a chance to eat before you left home? Did you do your homework or pack your baby's bag last night? How could you change some of the problems at home?

They learn not to put cereal in the baby's bottle or that it's easier to fix the baby's bottles at night. They also learn that the baby's bag could be done at night with Pampers and a jar of food or a plastic bag with cereal in it. I tell them to make a list so that they will not leave important items out. We discuss how breakfast is your most important meal in the morning, and that breakfast is not only bacon and eggs, cereal, or a bagel. Breakfast could be a peanut butter and jelly sandwich, or leftover beans and rice. It's anything you have leftover or feel like making the night before. The school has milk in the morning, so why not try putting cereal in a plas-

tic bag and bring that along to school with you.

We discuss how to change a diaper, spending quality time with your child and breastfeeding for the pregnant mothers. We also discuss things like "Why did you decide to have a child at your age?" and "If you had to do it all over again, would you do it the same way? Do you have any regrets?" Last week, I asked them, "If anything happened to you, who would take care of your child? Think about saying someone else beside my mother or grandmother because this day and age, they're working too." They sat there, and they thought about it. You hear answers like,

Sometimes when you walk in, this isn't the time that they want to hear about nutrition. They want somebody to give them some good advice. Or they just want to know that I care about them, that I care what they're going to do with their life. They become your children. ____

"I don't know, I don't have anyone else" or "The daddy will; my sister will." Then, when you hear four or five young ladies say, "I don't have anyone," it's a teachable moment for me to get back to asking, "Are you eating healthy or are you eating at McDonalds? Are you taking care of yourself by planning your meals, or are you introducing your child to McDonalds? Are you telling me your child eats vegetables, but you don't eat your vegetables? Do you drink milk? You are not being a good role model when you tell them to eat this and that, and you are not doing it. What kind of an example are you setting in front of them?"

We talk about the importance of breastfeeding, how to breastfeed, the bonding, the importance of not laying

the baby down and giving it a bottle. The baby needs to know that you care about him. He needs to feel that love. So that's your and the baby's time.

Some of them might have children in day care. I talk to them about bonding with the child. Do you hang the pictures up, because the child's proud of the pictures? Do you sit down and have your private moment with the child? Or is it always "Stop, I'm not ready for that. Go sit down." How about you talking on the phone? Does the child like you talking on the phone? What about the way you talk to the child, the bad language that you're using? When the child picks up that curse word, don't hit the child, hit yourself, because that child learned it from you or from somebody in that household. So you have to learn to be a good role model. We talk about all these things. We do parenting with them.

I'm just like their mother. I'm the mother of all of them because I cry for all of them when they graduate. When you first go in there, it's "I don't want a nutrition class. I don't need that. I don't need that parenting. I know how to raise my child." They get very arrogant and very irritable when they first come in. But you talk to them on their level, like you don't know it all. You understand. You're willing to listen to them. You're going to listen to their problems. Sometimes when you walk in, this isn't the time that they want to hear about nutrition. They want somebody to give them some good advice. Or they just want to know that I care about them, that I care what they're going to do with their life. They become like your children. They become your children.

And then they graduate. I have some who have graduated, and they've

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gone on to college. One young lady graduated from New Beginnings; she went to college and she moved to Virginia. She opened up a day care center and named it New Beginnings. One young lady now is working on Wall Street; I'm teaching her child at P.S. 197 in the after-school program. Some have become directors of day care centers, or they're working in day care centers. Some become teachers. They're moving on with their lives. We all make mistakes, and I teach them that. We all make mistakes. None of us are perfect. But you do not have to wallow in your mistakes. You grow from your mistakes. You go on.

I have a young lady now, her name is Joy. Joy was having problems with the baby's father. She moved out. She came back last week, and she gave me the biggest hug. She got married. And she said: "Ms. Waters, I learned what you said: I am important, and I don't have to let anybody abuse me. I let him know that you're supposed to be for your children and that I'm just not one of your girlfriends. You're going to respect me." She said, "I walked out. I took my children. I left." She said, "He came back to apologize. He brought me a ring. And he realized that he wanted me to be his wife."

I said, "Good for you." Now he's helping her take care of the children while she's in school, because she's determined to get her GED. And one other thing she's doing: she's my teaching assistant now. She helps me out a lot in class. I have three young ladies in class who are pregnant. We talk about bottle feeding and breastfeeding. They were saying "Nah, I'm not going to breastfeed." Joy was just expressing what she did with her first child, and what she did with her second child, and how different it was. She admits that "When I had the first child, I did everything wrong. I put the cereal in the bottle. He cried a lot. He was irritable.

I was stressed out a lot."

But this time, she said, "I breast-feed and it's so much easier. I don't have to get up at night to make a bottle." The milk was always ready. She said she enjoyed that time, sharing with her child. One young lady said: "I tried it, and I only could do it for two weeks because I was so sore." I explained to her that she was not holding the baby right, because after a week it should have become easier, not harder. And I expressed that even though you're bottle feeding, you can still talk to your child and feed your child.

They ask me, "Did you breast-feed?" No. I'm honest with them. That honesty also is very important for them. I let them know, "I'm a mother. I'm a grandmother. I've made mistakes with my children." But I also say that my daughter breastfed and the child has progressed so in school. Ayani's six, and she's very smart. I explain to the young mothers how she has progressed and how I can see the progress in her more than I can see in one of my grandchildren who was not breastfed. They do listen. We demonstrate at the breast. I also have a doll, and I show them how to hold the baby. Like I said, it's really rewarding.

We talk about helping one another out, calling one another. We haven't seen somebody, maybe they're stressed out. Maybe they're having problems at home. I have two young ladies who were in foster care, one young lady who was living in a homeless shelter. One young lady, even though she had the baby, had to work. We talk about that. They open to you after a while. When they learn that you care, then they open up. And they'll let you know, "It didn't feel so good getting up this morning. I was yelling and screaming. And my mother was yelling and screaming. And I'm trying to get ready for school, and I didn't want to go. I missed the bus. I missed the train."

Some of them come a long way

— from Far Rockaway, Long Island City. I had a young lady who was coming all the way from Brooklyn, with two kids early in the morning. It's not easy. Some of them say, "If I had to do it all over again, it's not that I don't love my child, but I would have waited." I let them know: "He's your man, now. Whose man is he when he leaves you? Do you know for sure that he's your man? He's your man while he's there with you. But who's he sleeping with while you're in school, if he's not working? And why isn't he working? You're better than that. You need somebody who's going to be stable. If he's already had a baby by another young lady and he didn't take care of her, then why do you think he's going to take care of you? Why would you even put yourself in that predicament?"

I was a foster child myself, and my goal was to be a teacher. But I wanted to be a gym teacher. I coached double-dutch. I had many of the young ladies go on to coach statewide champions. I also had a track team of 250 students.

I lived in the projects. To take children to the roller skating rink, or to take them to the movies, cost a lot. I got involved in taking groups of children. I started off with my building. We were going roller skating. I had called the roller skating rink, and they would allow us to come in for a dollar. We had a bus company across the street, and he said he would take the children and all they had to do was pay a dollar. So we were one bus on a Friday night. The next week, I ended up with a thousand children! They came from all over Rockaway. We had ten buses. I would never do it again! At that time, children listened to you. I spoke to each one of them. I got on each bus, and I spoke to them: "I'm the only adult." I let them know that one person could spoil it for the whole bunch. They went out, and all the parents would be there when I'd bring the children home,

twelve o'clock at night. All the cars would be lined up. We did that until the roller skating rink closed down. I took 250 children on the train to a track meet.

Children just want someone to care about them. If you put that time and effort in, it becomes so rewarding. They love you unconditionally. You're the person that they could knock on the door and tell you, "I have a problem." I guess that's why teaching has become very easy for me. Because if you love people, and someone takes the time out for you, just to listen ... I didn't have that when I was growing up.

You're having problems, and there's nobody there to listen to you. Or you hear that you're never going to be anything. A lot of these children come from that: "You're not going to be anything." And so, you just learn how to listen to people, and things become rewarding. You see a teen mother get her GED after struggling with her baby. You know the hard time that you had when you were coming along, and nobody was there to help you.

I guess it's just the God in me. God is love, and He's compassionate, and He cares about people. And I know that all these years, that's who has been watching over me. And so, I know that just a helping hand would be very rewarding. People don't realize: it's a gift to help someone. It's a gift. That's what you're doing. And so, I guess, by coming up the way I came up, and my husband walking out on me, and not being the father that he should have been, I struggled. I went through some terrible times. Hard times. And my children went through some hard times, because at that time, I didn't know how to say "I love you." Why? Because it was never told to me. Now my children and I, we're able to say "I love you. I care about you." And like I said, it's a gift from God. You learn, after all the knocks and bruises that you go through, you learn

that there's somebody out there who truly loves you. And you learn that there's a God out there who looks after your children. And He looks after you. So basically, that's what it is.

I was always very community-oriented, caring about the children and the neighborhood. A lot of the parents who lived in the projects had four, five, six children. Some husbands left. Some husbands came home, and they were too tired to take the children. They elected me Tenant League President. I was out there fighting for them. In the summer-time, the city would leave our garbage outside for two or three weeks and wouldn't pick it up. The children and I would get together. We'd clean

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up our neighborhood, and we'd put the garbage in the street. We'd block off the main drive; nobody could get through. A lot of people who used that road worked for the Mayor's office, and they sent the Sanitation Department out there.

I walked in the real estate office one day, and this Jewish lady said to me, "Marilyn, Marilyn. Are you looking for a job?" I said "Yeah." She says, "I've got just the job for you." I said "What?" She said "Working for Cornell University Cooperative Extension. Teaching nutrition." I said, "I don't know anything about nutrition." She said, "But they'll train you. You're family oriented. You love people. You love to talk to people. You just love being around people. They need this program to work in the Rockaways. It will work for you."

I went home, and I started studying about nutrition. I went in for classes. I was volunteering, going in to the office in Queens. We had an office in Jamaica Station then. Two weeks before Thanksgiving, I told Maria, "I can't do this any more. I need a job. Christmas-time is coming, and I have to get some gifts for my children."

I went to Times Square, and I was sitting behind a desk, as a receptionist, paging people, interviewing people for jobs, giving out applications — and I'll never forget. Three boys walked in the office, and they wanted jobs. They had to take a little pad and fill out an application. They must have come in about 9 o'clock that morning. A lot of people came in, did their applications, went in for their interviews. These three boys were still sitting there. I asked them: "Do you want this job?" And they said "Yes." I said, "So what's taking you so long? You've been here for hours filling out that application. Bring that application to me." I came to find that they couldn't read. Because it was Christmas, and they told me they had children and they wanted to buy their children something, I filled out those applications for them. They got the job. But they had to promise me that they would go back to school and learn how to read. That night I went home — it was December 1 — and Maria called me and said, "Listen, if you're not here by tomorrow to fill out these applications and go take your picture, they're going to give someone else the job." She said that she had been calling me, but I had teenagers, so I didn't get the messages. I called Times Square and let them know, because I don't believe in just walking off one job and not giving them notice, and they told me to go ahead. I went, and I've been with Cornell ever since: Decem-

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ber 2, 1987. I'll never forget it because I think it was a blessing from God. If I didn't help those three children, how could I help people change their eating habits or change their habits through Cornell?

When I teach, I use different techniques; I have lesson sheets on them, like how to shop. I have advertisements. I tell them: "You spend \$25 at McDonalds. So take that advertisement and shop for me. Show me what you can buy for \$25." They may see that they can buy five pounds of sugar, a gallon of milk, five pounds of potatoes. They can buy a whole chicken. They can buy vegetables. They might have frozen vegetables there 2/\$1. They realize the food that they can buy for \$25, and they see that the \$25 they spent at McDonalds could have been used better.

Another lesson: how should we set up the plate? First of all, you make the plate look good. I tell them, "You look at a Big Mac that McDonalds is advertising, and it looks good. Why does it look good?" We talk about it. The colors make it look good, so what about setting up your plate like that? If you have a sweet potato with some broccoli; the meat is brown, the rice is white. Does your plate look good? Would you want to eat that plate? Then they say "Yes," and we talk about that.

We also talk about the size plate that you give your children. The child does not need the same size plate that you have because that plate looks big to that child. Even though you don't put that much food on it, the plate looks big. So give the child a salad plate, and give her a spoonful. It's better for her to ask you for more than for you to sit there and stress yourself out, "Eat this. Eat that. You aren't finished. You don't get dessert."

Also, what about taking the soda off the table and putting water on there, or putting milk on there? We talk about how advertising plays an important role

in what we buy. In menu planning: if you make a list, if you eat before you go shopping, it's much easier. You're not going to spend as much money. How do you shop? Do you go to the vegetable over to the meat aisle, over to the dairy aisle, and go down the aisles picking up the rest of the food? We talk about how your meat, as you get to the checkout counter, is dripping all over everything else, the contamination of that. They do learn from that.

And we do food preps. We make a vegetable salad. I broke my legs carrying a lot of stuff, so how does it become easier? Three people will bring in tomatoes. Two people will bring in lettuce, shredded already. Two people will bring in some cheese. Two or three people will bring in some tacos. We'll sit there, and we'll make the tacos.

I'll talk about how we don't recommend diets, but if you eat right then you will lose weight. And if you want to cut down on what you're eating, don't cut down rapidly. If you're eating a cup of rice, then eat three-quarters of a cup for maybe two weeks, then go down to half a cup for two weeks. Those kind of things.

I think that the most important thing about being a community educator is loving people and being compassionate. To be a good community educator, first of all, you have to be compassionate. You're going to find people who don't know how to read. They don't know how to express themselves. Sometimes you have to put yourself in their shoes. I have worn their shoes, so I know that I'm no better than them. You never put people down. You always have to be encouraging. If you're loving and compassionate, you can help anybody. But if you go in like you know it all, or "I'm better than you because I have forty degrees," you're never going to make it out there. People are not going for that. They're looking for people who will listen to their problems.

Like I said, you might walk in on my teen mothers, and they don't want to hear about how to feed the child. One of them might have a problem, and you're there. They've been in class all day long; my time might be the time that they want to express that "I have that problem. I'm homeless. I have nobody to help me with my child." One of the girls might say, "I'll come over, and we can sit there. Or we can go out together and take our children with us." So that's what they might need to hear. They might need to hear that "Maybe you need to go to the beauty parlor." They might need to hear that "Maybe if you lay the baby down early one night, you could get in the bathtub with some Dawn liquid; make some bubbles and just sit there. Just clear your mind." Sometimes they need to hear that. And if you're not compassionate, if you say, "No, no, no, you need to know this right now!" ... if it's all about teaching this at that moment, you will turn them off.

They want to know that you're not perfect, that you've been through some problems yourself. If they know that you're not perfect, that you've made mistakes, then they don't mind talking to you. You have to be compassionate and loving to be a good community educator. With that, the teaching skills will come, and you will know how to relate to a class.

If you look at some of these records and the way some of the people have spelled some of the foods, then you have to help them out with it. Look at the way they spelled "chickenkin." Do I make fun of a person like that? Or do I just code the record and help them to learn that better. If I'm talking about bread, cereal, rice and pasta, do I also in my GED class help them to learn to spell these words? If I'm talking about your major nutrients, do I help you to learn how to spell "nutrient" or "carbohydrate," or do I sit there and say "You don't know how to spell that?" So

you have to be compassionate. So many things that are happening in the schools today are because people are not compassionate.

I've got a English as a Second Language class, and they're all Russian. I explained the food pyramid to them, and I talked about good eating habits. I asked them, "What do you eat?" I have fifteen people in that class. And I told Carol Parker-Duncanson, my supervisor, it's too hard for them to fill out the family record. I really was going to drop them. But they said to me: "Oh no, no, no. You come back." I can't do records on them. But because of that first impression, that I thank God that I gave, they don't want me to stop teaching their class. So I told Carol, "I can't do family records on them. But I'm going to do a six-week workshop for them." I get off work at 4 o'clock. And even though that class is 4 to 5:30, I don't mind because they have accepted me. Their regular teacher didn't come in last week, so I figured that we didn't have to have a class. But they said: "No, you teach the class. You teach us foods. You teach us how to eat." And it was rewarding.

Love, compassion. Understanding. Basically that's it.

The work that you do, it's not easy. You've got to love your job. You travel from one agency to the next agency. You have to take public transportation, back and forth on trains and buses. Rain, shine, sleet and snow, you're out here traveling on the bus or on the train. It takes thirty-five to forty minutes to get from Rockaway to the office in Queens, depending on the traffic. From the office here to the main office in Manhattan is an hour and twenty-five minutes. I've learned now to catch an express bus from Rockaway to Manhattan. That's much easier. You don't have to go up all those stairs and down the elevator, because that's what I dread going home. Especially when the eleva-

tors are broken. I catch the E, F, Q, B, whatever to West 4th St., and then I walk upstairs and get the A train to Rockaway home. If I leave the office at 4, I get off the train at 5:30. It's a long ride.

Sometimes you think, "I'm not getting up this morning." But then you think about the classes you have, and say "I've got to get up, because, you know what, you might miss teaching somebody something that day." And it's worth it. When they do graduate, and they know the food pyramid, and the serving sizes, and how to shop, and they come back and tell you, "I saved \$25 shopping" or "The money that I've

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been spending at McDonalds, I've been putting it in the bank," it's worth it.

I have one lady — every Friday, she would spend \$18 in Burger King because she felt that she works hard during the week. This is the time that she wants to treat her child. So that's \$72 a month. I told her, "You know what. Let's start saving that." I taught her how to make tacos. We made pizzas, fruit salad, chicken salad. And she said, "You know what. I have saved \$154." I tell them, "You put this money away for a rainy day. If anything happens to you, can you maintain that home? The car? The lifestyle that you're living now? That little extra money that you're spending at Burger King, why don't you put it away for a rainy day?"

With my teen mothers, I tell them "If anything happens to you, do you have insurance on yourselves so nobody will have to beg for you to be buried?"

They're taking this into consideration. "What will you leave your child if anything happens to you? But still, you're spending money in the fast food restaurant every day." That makes a difference. They listen. You've got to really put yourself in their shoes, and wear some of your shoes too.

What's hard about doing community education is the tremendous paperwork. I had a class last night. Now all these records have to be coded. This is just one class, [shows evaluation forms] and we have to code everybody. I could teach all day; I just need a secretary to do my paperwork.

Besides that, you've got to go in and put your time in on the computer. It gets to be very, very hectic. I went out and bought a computer. I can't afford it. But I bought a computer so I can really learn the computer at home. Because some nights, if you don't do paperwork at home, you will never stay caught up. Never. That's the hardest thing. But you get through it.

It's worth it because you're making an impression on people's lives — whether they're eating right, whether they're saving money, whether they're doing precautions not to cross-contaminate food, whether they're going back to school getting their education, whether they're going to finish getting their GED. You're making an impression on people's lives. And you can either leave a good impression, or you can leave a bad one.

So that compassion, that love for them, will help them grow, will help them finish getting their diploma and go on. Sometimes, I'm now teaching the child of one of the young ladies I taught how to take care of himself, how to eat right. I can't go anywhere without somebody saying, "Ms. Waters" — whether it's from my older group, my

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teen mothers, my children. The impression that you leave on them is very, very important. When you go back to a class and you hear children say, “Ms. Waters. I ate all my vegetables for lunch” or “I drank all my milk” or “I’m drinking three cups of water a day,” it makes you feel good because you’ve left an impression on that child. You’ve left an impression on that adult or that teen mother.

It’s a whole lot of love and compassion. A whole lot of love. You have to be willing to give of yourself. People say, “No, your job is not that.” But your job is that. You have to give of yourself. It gets personal to me. It really does.

My community didn’t know anything about nutrition and health. Most people ate a lot of meat. If they had one vegetable a day, it was fine. People ask, “What food is killing us?” I say, “Church food.” We do a lot of frying, and we overcook our things. We’ve got the salt pork, the ham, bacon, fried chicken. Or we’re cooking collard greens for two hours. We say it’s good. On top of that, they don’t feel that they matter.

Even I started to eat better. I might

develop diabetes if I keep eating the same way, or develop cancer. I might have a heart attack. And so, I’ve learned to eat better. I’m eating more fruits and vegetables. I’m eating my biggest meal at lunch time and going home and having a salad or a yogurt. I’m drinking more water. I’m taking the juice off the table, and I’m putting milk on the table. I let them know, running from agency to agency and school to school, we go to McDonalds because we can’t carry our sandwich with us. So we go into McDonalds, and we say, “Well, we’re going to have a nice salad.” But the salad costs \$3.99 and the Big Mac is \$.99. All this weight starts jumping on you. I can’t afford to go out and buy more clothes. Cornell doesn’t pay enough for that.

In one of my classes, we agreed — no fried foods and no sodas, for the whole eight weeks that I’m teaching there. And if we did eat those things, we had to pay a quarter. We’re doing well. I haven’t had a soda. Now, fried foods — I had to give up a quarter.

What do you learn when you learn to eat better, to take care of yourself? People learn that if they eat right,

they’ll live longer. They’ll feel better. Sickness won’t come upon them. So teaching nutrition is just a part of that life span. From the seven-year-old to the fifty-four-year-old, it’s important that you eat the right foods. When they learn that, then everything else will fall into place. But first you have to learn to take care of yourself, because you are important. You are special. Like I say to my mothers, “If you get sick, I don’t care if mommy cooks the dinner, grandma cooks the dinner, or daddy cooks the dinner, they’re going to wake you up. Mom is mom. So you have to take care of yourself. You’re special. You are special. So whatever else you think of, think of yourself as being special. Know that you are somebody and that you could be anything that you want to be, if you want to be it badly enough.” And they realize that food is the most important thing in life. The way they eat, it is the most important thing in life. So I might not have become that gym teacher, but I’m a teacher. And when I’ve done the best I can, I’ve got nothing to worry about because that’s all God requires of me.