

Super Snacks



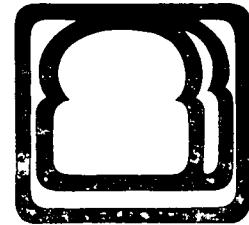
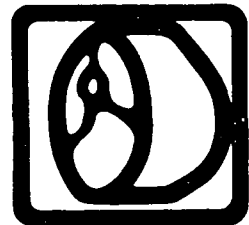
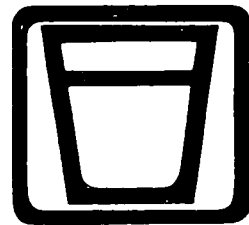
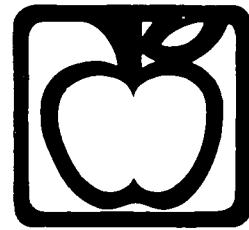
This guide is full of activities to make learning fun. It has (1) special messages for you, the leader, (2) a suggested plan for the meeting, and (3) "other activities." You can use the other activities for additional meetings now or later, or in place of those suggested in the plan.

Each member should receive a Fun Sheet to use at the meeting and at home. Most of the games are on separate sheets to give you a "Bag of Tricks."

GETTING READY

This meeting should be lots of fun so the children will want to come again. Deep down, each member will want you to be interested in him. Have things ready before the meeting so you will have time for each child.

Jobs	Workers
Dish Patrol (Wash and put away dishes)	_____
Kitchen Engineers (Wipe counters and range) (Carry out trash)	_____
Table Task Force (Clear and wipe tables)	_____
Room Crew (Put away chairs and tables) (Clean floor)	_____



Read through this guide. How would you change this plan for the children in your group? Select the activities the children will do. Then make a list of things you will need. Make a chart of jobs to assign members.

PURPOSE OF MEETING

At this meeting you can help children learn to:

- Feel* that you care about them.
- Describe* health or a healthy person.
- Name* different things that affect health.
- Eat* nutritious snacks.
- Listen* to directions and to each other.

A SUGGESTED PLAN

As the members arrive

- Greet each child and find out something interesting about him (for example, hobby or favorite game).
- Get personal information you will need (name, address, etc.).
- Give each child a name tag if people do not know one another.
- Interest children in the “cafeteria.” *Purpose: See if children can select a nutritious meal.* Pictures of food are already laid out on tables like food in a cafeteria. Usually several salads are shown, then main dishes, vegetables, breads, desserts and beverages. The “customer” picks up the foods he wants for dinner. (For every 10 children you will need 15 pictures of each type of food. Talk with your Extension worker about pictures or magazines to cut.)

Tell each child to select a “dinner” he would like that would help him be healthy. Have him put the pictures into a sack with his name and the date on it. Someone should write on the sack the names of the food each child selected. You keep the sacks for a later meeting. (If there are not enough pictures, put them back on the table after someone records what each child chose. If the group is large, write the names, dates, and foods on sheets of paper instead of sacks).

—Ask a helper or a child to start a favorite game. Let them play until all have arrived and gone through the “cafeteria.”

Play “Captain, Which Way?” *Purpose: to help youth name different things that affect health.* (See Bag of Tricks)

Learn about snacks. Have everyone sit where they can pay attention.—Explain that snacks are any foods eaten between meals. Show a colorful copy of a food guide (borrowed from Extension worker.) Explain that the guide can help members select the foods they need for health. Ask members to name some foods for snacks from each group.

Let members write the names of foods they would like for snacks on front pages of Fun Sheets. See that each child has written a food for each food group.

Point out “To do at Home.” Help members think of things others in the family do for them.

Make and Eat—If there is no place for children to cook, bring the snack already made. If the group is too large for everyone to cook you will show them how to make the snack. However, children will learn more if they make the snack themselves.

Using a recipe from the Fun Sheet—You can teach the children to:

- Measure* water and some dry ingredients.
- Mix* instant dry milk and water.

Clean Food Tip

Have members who are to make the snack put on clean aprons or shirts. (Old shirts with collars and sleeves already cut off and worn backwards make good coverings.) Members can tie back hair with yarn or wear cook’s caps. (A 3-inch band of paper big enough to fit around the head will do.) Teach children to wash hands and fingernails with soap and water before touching food.

What I will need:

paper

pencils
name tags

pictures of food
sacks or
papers

game sheet

Food Guide

Fun Sheets

aprons or shirts

yarn or caps

hand soap

paper towels

Safety Tip

Tell children to wipe up spills on floor immediately, so no one will slip and fall.

Measuring

What do the marks on the cup mean? How full would it be when it holds 1 cup?

Teach children to measure water at eye level.

Fill a dry-type measuring cup with sugar and level it off with the straight edge of a knife or spatula. Let children practice with sugar, using measuring cups or spoons. If the children do not have measuring cups and spoons at home, show them how to make some.



Making the Snack

- Go over the recipe you selected from the Fun Sheet. Copy it on a large sheet of paper. Fasten chart to the wall.
- Divide children into work groups of about 2 to 4 members for each recipe. See that each child gets a turn measuring ingredients. Let two from each group take turns mixing. One person from each group can pour. Fresh fruits or vegetables, sandwiches, or graham crackers might also be served.

At the Table

Sit down to enjoy the snack together. Encourage members at each table to take turns talking and to listen to one another. Ask which food groups are included in the snack. Encourage members to make a nutritious snack at home.

Clean-up

Teach children to keep liquid milk in refrigerator. Show how to wash dishes in hot soapy water and rinse well.

Do word scramble "What is Health?" if there is time. Purpose: to help youth describe a healthy person. (See Fun Sheet, back page.)

Answers: hair, eyes, teeth, skin, straight, school, friendly

Play games or work on crafts (if there is time).

Announce the next meeting.

Leave the room neater than you found it.

WHAT DID THEY LEARN?

Keep the sacks or papers with the lists of foods. You can have the "cafeteria" again at a later meeting to see how their choices change.

Look at the purpose of this meeting (page 1).

Did the children feel welcome? Did they want to eat some nutritious snacks at home? If you helped some members meet some of the goals, YOU ARE MAKING PROGRESS.

What I will need:

measuring cups
measuring spoons
sugar
knife or spatula

recipe chart
tape
ingredients

equipment

job chart
soap for dishes
dish cloths
towels

THINKING IT OVER

Was the group interested? How was the timing? Do you need more activities or fewer? Did the snacks and clean-up go well, or should you reorganize? Did you discover two people who did not work well together? Better put them into different work groups next time.

Was the group too noisy or unruly? If you are firm but kind, children usually learn to listen and get to work. If you had serious behavior problems, talk to your Extension worker. Serving food and clean-up will be easier once the group has learned a routine.

The group has started and this is a big achievement. Thanks!

OTHER ACTIVITIES

Other activities can be used if:

1. You would like to plan another meeting about snacks now or after you have finished the series.
2. Your group would rather do some of these activities than some in the suggested plan.

PEOPLE AND THEIR FOOD—*Purpose: to help youth recognize that food has many meanings.*

Ask someone to give one example of a food used to celebrate a special day (for example birthdays).

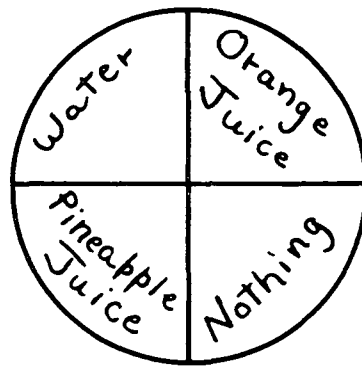
What is one example of a favorite food from a region or country? (For example, spaghetti and Italy).

Ask someone to name a food he would like to share with a friend. Explain that sharing food with a friend is one way to show you care about the friend.

Play "Celebration, People or Sharing?" (20 questions). (See Bag of Tricks).

FUN WITH SCIENCE—*Purpose: To help youth become curious about foods.*

Each member should mark a paper towel or plate like this drawing. Cut fresh apples or bananas into bite-size pieces. (This is a good time to teach youth to cut downward onto a board or folded paper.) Let each member have 4 pieces. Each child puts one piece in the section marked "nothing." Each child dips a piece of fruit into each of these: water, orange juice, pineapple juice or syrup. Use toothpicks or forks for dippers.



Wait 15 or more minutes while you do another activity. What is happening to the pieces? What kept some from turning dark? (Oxygen in the air causes some fruits to turn dark. Vitamin C protects the fruit from oxygen.) What other juice might keep fruit from turning dark? (Lemon, lime, and grapefruit). How could we use this information? (To keep fresh fruits like apples, pears, and bananas pretty for a salad).

WHERE DOES FOOD COME FROM? *Purpose: to help youth appreciate the many steps in the production of food.* Your extension worker can probably help you get information or arrange a field trip. See game in Bag of Tricks.

BUYING FOOD—*Purpose: to compare the food value and cost of foods for snacks.*

Compare the cost of one cup of the milk drink and a bottle of soda pop. The youth will need to know the approximate cost of the powdered milk and other ingredients used. If members cannot divide and add, be ready to tell them the cost of the milk drink. (It will probably be 3 to 5 cents per cup.)

Then ask, "Is the soda pop in the food guide?" (No, because it is low in food value). "Could the milk drink be in the food guide?" (Yes, because it is made mainly of milk.) The milk snack is more nutritious and costs less than the pop.

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