



GETTING READY

How has your group changed since the first meeting? The children probably help each other more now than at first. Each meeting is important because it brings about some changes in the group and in each member. Looking forward to seeing what will happen this time?

Do all children get a chance to talk at the meetings? Usually some children talk more than others. At this meeting try to see that shy children have a chance to say more. You might ask them about games, pets, and TV shows they like.

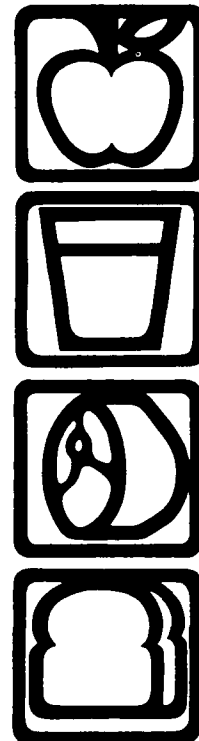
PURPOSE OF MEETING

At this meeting you can help youth learn to:

Name four nutrients in the Bread and Cereal Group and one reason they need each.

Show how much food counts as one serving from the Bread and Cereal Group.

Give sincere compliments.



A SUGGESTED PLAN

As the children arrive, greet each one.

Early-comers might put together Food Group Puzzles (from Bag of Tricks) or play an active game.

Remember last time (Meat and More).

Ask what they did at home that was suggested in the Fun Sheet. How many servings each day from the Meat Group are recommended? See if they remember that animal proteins help plant proteins build and repair the body. Let them give some examples of protein foods from animals, to eat with protein foods from plants.

Begin heating water for the noodles or macaroni.

What I Will Need

food group puzzles
one copy of
Fun Sheet 8
food guide



Play "Speak Up, Meat Group." *Purpose: to help youth review the Meat Group.*

Players sit in a circle. Child who is "it" stands inside and points to a player. "It" says, "Speak up!", names a nutrient from the Meat Group, and counts. For example, "Speak up! Iron, 1,2,3,4,5,6,7,8,9,10." The player must tell one reason we need the nutrient before "It" finishes counting. If the player doesn't give a correct reason before "It" says "10", he becomes "It."

After the children have played enough to review the nutrients, change the rules. "It" must say the name of a food in the Meat Group and the player must tell how much of the food counts as a serving.

They could play this game to review other food groups.

Make casseroles.

You can teach children to:








Cook rice, macaroni, and noodles to protect nutrients.

Combine foods to make a casserole (a one-dish meal).

Let children who are to help, wash their hands. Show how to cook macaroni or noodles. Point out that we can cook rice so no water is left. Explain that some vitamins and minerals in the foods are lost when water is poured off. That is why we don't wash or rinse these foods or use more water than necessary.

Safety Tip - Show how to drain noodles so no one will get burned. If they must cook in a big pan, you drain off the water. Teach children to cool a minor burn by putting it in cool water.

While noodles or macaroni are cooking, use a chart to show children how to invent a casserole. (Before the meeting make a chart of the main kinds of ingredients in a casserole. See inside of Fun Sheet 9.) Let someone cook some ground beef. You can use the liquid from the vegetable to make Magic Sauce. (Recipe in Fun Sheet 2.) If possible, let children work in small groups to invent their own mini casseroles.

Mini Casserole	
	about ½ cup cooked macaroni, noodles, or rice
	about ¼ cup cooked meat or ¼ can tuna
	about ½ cup vegetables
	¼ teaspoon salt
	1 tablespoon cooked onion, green pepper, or celery
	1 tablespoon milk or juice from vegetables ¼ cup soup or Magic Sauce
	crunch
Bake until bubbly.	

What I Will Need

aprons or shirts
caps or yarn
soap
towels
pans
lids
salt
measuring cups
measuring spoons
macaroni or noodles
large spoons
pot holders
strainer
casserole chart
mini-recipe chart
tape
ground beef
skillet
tuna
vegetables
onion
green pepper
celery
pepper
milk
soup
crumbs
cereal
baking dishes
fat
waxed paper
can opener

Clean-Food Tip - Teach children to refrigerate foods containing meat before the food is completely cooled. These foods should be kept **hot** or **cold** so bacteria can't grow in them.

Do the maze.

Read the instructions on the front of Fun Sheet 9. Let members draw the path. Then ask them to circle the pictures of thiamine, niacin, iron, proteins, and carbohydrates so they will be easy to remember. If children can't read, talk about what each nutrient does for them.

Fun Sheet answers: Path should go through thiamine, iron, proteins, niacin, enriched or whole-grain, and carbohydrates.

Show a serving from the Bread and Cereal Group.

Remind the children that grain foods must be enriched or whole-grain to be in this group. Show some foods from the following list.

1 slice bread	about 1 cup ready-to-eat cereal
½ cup cooked rice	about ½ cup cooked cereal
1 biscuit (about 2½ inches across)	½ cup cooked noodles or macaroni
1 piece cornbread (about 2 inches square)	1 tortilla (about 6 inches across)

Explain that each of these has enough iron and vitamins to count as one serving from the Bread and Cereal Group. Let members look for the word "enriched" or the names of whole-grain ingredients on the labels for these foods. Ask what foods from this group they had for breakfast or lunch. How many servings would this be?

Eat your casseroles.

At the table - Put a taste of each casserole on each member's plate. Ask what other combinations they would like to try. Ask how they could use left-over food in casseroles.

Ask members how they feel when people say something nice about them. Let them suggest things about their families that deserve compliments. Point out "To Do at Home" in Fun Sheet 9.

Clean-up - Teach children to soak the baking dishes so they will be easier to wash.

Announce the next meeting.

Leave the room clean.

What I Will Need

Fun Sheet 9

pencils

foods to show

2 cereal bowls

glasses for water

napkins

spoons

plates

forks

job chart

soap for dishes

dish cloth

towels

WHAT HAVE THEY LEARNED?

Can children now name foods in each food group? Can they name at least two nutrients in each group and tell why they need them?

Do they now show more respect for themselves and others than at first? In what ways? Tell your Extension worker about the changes.

THINKING IT OVER

Of all the meetings, what activities did the children seem to like best? Which seemed most important? How could the members celebrate their progress? Plan to have a special meeting to do this.

FOR YOUR CHOICE

Other Activities for Meetings— for Later or for Now

FUN WITH SCIENCE - *Purpose: to help youth learn to define and imagine cells and tissues.*

Mix half flour and half salt together with enough water to make a mixture like clay. Work red food coloring into half of this.

Look at **How Food Affects You**, that your Extension worker gave you. Page 5 shows pictures of cells in the body. Ask children to name other living things that are made of cells. (All plants and animals are.)

Let children make "cells" from the clay you mixed. As they work, ask if any have seen cells under a microscope. Write the number 30,000,000,000,000 (thirty trillion). A child their age has about this many cells.

Explain that cells are the smallest living parts of plants and animals. Let children name nutrients their cells need to live and grow. (Any nutrients they name will be correct.)

Explain that cells of the same kind are grouped together in tissues so they can work together. Let members examine a piece of meat (muscle tissue). Show that the cell bundles all run the same direction so they can pull together. Blood is another tissue. Red blood cells work together to carry oxygen in the body. Let members put together the "cells" they made to form "tissues."

WHERE DOES FOOD COME FROM?

Purpose: to help youth learn to list steps in the production of food.

Visit a bakery.

BUYING FOOD *Purpose: to help youth compare cost and food value of store-bought cookies and home-made cookies.*

Before the meeting, you figure out the cost of ingredients for a recipe of cookies. This may help you:

5 pounds = 20 cups sifted flour
5 pounds = 10 cups sugar
1 pound = 2 cups fat

If you need help, take the cost and weight of each package and the recipe to your Extension worker.

You or the members can make the cookies. Buy any kind of cookies which are about the same size as the home-made ones.

At the meeting let members count the number of bought cookies in a package and the number of home-made cookies the recipe made. For each kind, let them divide the cost by the number of cookies. This gives the price for each cookie. Which kind is less expensive?

Ask members to compare the ingredients in the two kinds of cookies. Is one kind more nutritious than the other?

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