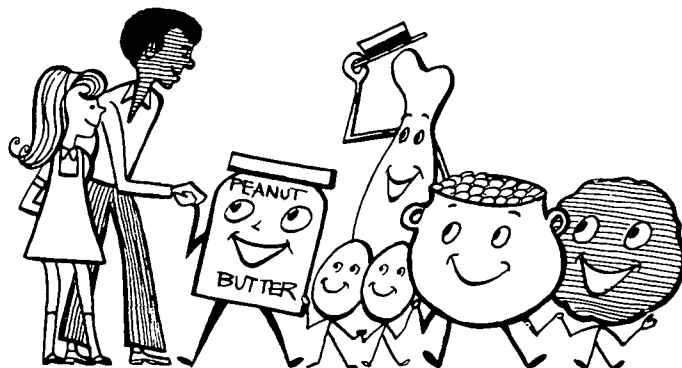


# Meet the MEAT GROUP!



## GETTING READY

Here is a chance to help the children learn fun things about the Meat Group and about themselves. Let's start with the children.

Each person wants to be special in some way. But many children do not realize they are. To feel special and get attention, some "act up." If you help members discover good points about themselves, they feel they have your attention without misbehaving.

Before the meeting think of some good points about each member. At the meeting try to help the children discover "something special" about each person.

## PURPOSE OF MEETING

At this meeting you can help youth learn to:

*Recognize* some of their abilities or qualities.

*Name* food included in the Meat Group.

*Name* two nutrients in meat and one reason each is important.

*Remember* the number of servings recommended from the Meat Group.

*Tell* whether foods in this group come from animals or plants.

*Appreciate* the work of some people in the community.

## A SUGGESTED PLAN

**As the children arrive, greet each one.** Let early-comers help you get ready or start an active game.

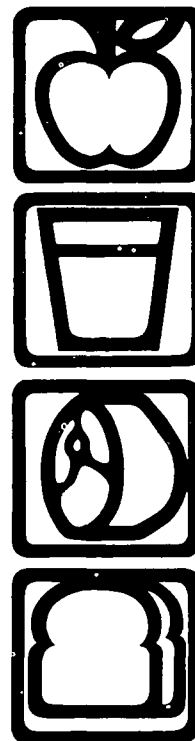
**Remember last time**—To review the lesson on vitamin C have a "Hunt". *Purpose: to see if youth can pick out vitamin C foods.*

Hide about 12 pictures of foods around the room. Six of them should be vitamin C foods. If the group is large divide it into teams.

Each player or team tries to find and write down the names of the vitamin C foods. Give 10 points for each vitamin C food listed. Take away 5 points for any wrong foods listed.

Ask the group to name vitamin C foods they ate since the last meeting. Ask why we need vitamin C. Remind them that we need it every day.

What did they do that was suggested in the last Fun Sheet?



What I will need

pictures of food

paper

pencils



**The Wonderful Sack Trick**—*Purpose: to see if children remember the number of servings of fruits and vegetables recommended, and to suggest the idea that each person is special.*

(Shh! Before the meeting place a mirror in the bottom of a sack). Bring out the sack and tell the group: (1) Each person will get to see a wonderful thing that contains some nutrients. (2) No one is to tell what he saw until all have looked. (3) Each person must give you a secret number before he can look into the sack. Have ready four papers which say,

2 or more  
3 or more

4 or more  
5 or more.

As each child has a turn, whisper, "How many servings of fruits and vegetables each day are recommended for you?" If he picks the wrong number, let him have more chances until he picks the right one. Then let him peek into the sack. (If the group is large, have more sacks and helpers.)

After everyone has looked, tell the group that each member saw a person who could do something especially well. Maybe jump rope, sing, fix broken toys, care for a brother or sister, or smile. Help the group think of something special about each person. For clues, ask what each person likes to do. What jobs do they have at home or school?

What to do if someone brags about anti-social acts (like being able to beat up someone): Try to point out how his ability could be used to help the group. For example, a child who brags about his strength may be the best person to put away chairs and tables.

### **Meet the Meat Group—Play "What Food Am I?"**

*Purpose: to help youth name foods in the Meat Group.*

Pin a picture or the name of a food from the Meat Group on each member's back without letting him know what it is. (Include meat, fish, poultry, eggs, something made from dried beans or peas, and peanut butter.) Let children walk around and ask each other questions about their foods, like "What color is it?" "Does it come from plants or animals?" When a child guesses the name of the food someone can pin it on his front. When all have guessed, let the children who have foods from animals sit on one side and those with foods from plants on the other.

Let each child tell one way he likes to eat "his" food. Some children don't realize they eat dried peas or beans. Show some and tell some things that are made from them (bean soup, baked beans, refried beans, pea soup, etc.) Explain that we usually eat more nuts as peanut butter than any other way.

Use the food guide to point out the number of servings recommended for these foods from the Meat Group.

Explain that we get proteins and iron from the Meat Group. Use the flipchart "How Food Affects You" to talk about proteins and iron. Read the front of the Fun Sheet.

### **What I will need**

sack

mirror

printed papers

pictures of food  
in Meat Group

pins

dried peas  
& beans

Food Guide

flip chart

Fun Sheets

shirts or aprons

yarn or caps

soap

towels

**Cook a Protein Food**—*Purpose: to teach youth to cook protein foods on low heat.*

Show the group two raw ground beef patties the same size. While the children get washed and ready, you cook one patty on high heat and the other on low heat. Let the group compare the hamburgers. Read the story on the back of the Fun Sheet and let members circle the correct words. (The hamburger cooked on high heat should be hard, small, and dry. The one cooked on low heat should be tender, large, and juicy. The story tells us that high heat drives off water and proteins crowd together, which is true.) Ask what are other reasons for cooking meat on low heat. (Example: Keeps grease from spattering so much). Point out that protein foods should be cooked on low heat. Ask children to name some other protein foods.

**Safety Tip**—Tell children never to leave the room while food is frying. If the grease should catch on fire, cover it with a lid. Review other safety tips learned so far.

**Clean Food Tip**—Teach them to wash hands with soap and water after handling raw meat as well as before starting to cook. (Raw meat might have bacteria that would make you sick.) They might cook meat to make sandwiches, pizzas, tacos, or other favorite recipes. Go over the recipe for the food to be prepared and assign tasks. Let them do the cooking, but you stay close to the stove.

**Clean-up**—Pour extra grease into a can, not down the drain. Wash off top of stove.

**At the Table**—Enjoy the snack and talk about other recipes the children like using ground meat. Play "What if". *Purpose: to help children appreciate the work of some people in the community.*

Ask the members to imagine a community without workers. Ask these questions and some you make up.

What if there were no grocery stores?

What if there were no firemen?

What if there were no mail carriers?

**Announce the next meeting.** Leave the room clean.

**WHAT HAVE THEY LEARNED?**

How many children picked out the vitamin C foods? Did anyone learn more about the community? How many prepared vitamin C foods for their families? Who told someone what vitamin C does for the body? You are making great progress when they do at home what they learned at the meetings. Keep it up!

Were the children surprised to learn how many foods are in the Meat Group? What did they learn about proteins and iron?

At meeting 6 you can "test" some of the things they are learning. Plan ahead—you will need lots of pictures of food for the "cafeteria" again. (See Leader Guide 1.)

Did children seem proud of their special abilities? How could you help each one develop more ability and confidence?

**What I will need**

2 beef patties

2 skillets

meat turner

job chart

large recipe chart

tape

ingredients:

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equipment:

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can for grease

soap for dishes

towels

dishcloths

plates?

forks?

glasses or  
cups

napkins

Are children learning to work together? Usually they learn more and feel it is fair if they take turns doing routine jobs. However, some children have trouble learning new tasks easily. They may be happiest doing the same thing well each time for the group.

## THINKING IT OVER

Getting things ready for a meeting is work. But it is worth it. Children learn more when they can see, feel, smell, and taste than when they just hear about food. We appreciate your efforts.

## FOR YOUR CHOICE

### Other Activities for Meeting—for Later or for Now

**PEOPLE AND THEIR FOOD** *Purpose: to help youth relate their food likes to the food habits of their families.*

Have up to 10 children sit in a circle. Each child *prints* on a paper so no one can see, three favorite meats, vegetables, and fruits. Put the papers in the middle.

Each person then lists on another paper the three meats, vegetables, and fruits served most often at his house. Pass these papers around so each person has someone else's list.

Explain that usually we learn to like the foods our family eats often. Each member then guesses which list in the center was made by the same person as the list he now holds.

Caution: If all the children usually eat the same kind of food, this activity will not work. Instead, discuss why children in other areas grow up liking other kinds of food.

**FUN WITH SCIENCE** *Purpose: to help youth become curious about how food changes when it is cooked.*

Cut  $\frac{1}{4}$  pound chuck roast into cubes of about 1 inch. Explain that chuck is usually a tough meat. Keep 2 cubes raw. Simmer half the other cubes in 1 cup water for 30 minutes. Fry the rest.

Cut the cubes with a blunt knife to compare tenderness. Ask which are more tender and why. (Moist heat helps break up the connective tissue that makes meat tough.) Ask, "Should you cook a chuck roast with or without water—covered or uncovered? (With small amount of water and covered to make it tender.)"

**WHERE DOES FOOD COME FROM?** *Purpose: to help youth enjoy watching food grow.*

Remind group how to care for vegetables planted last time. You might visit a farm to see how one kind of animal is raised. Ask the farmer what he feeds the animals and why.

**BUYING FOOD** *Purpose: to help youth be familiar with activities in a store.*

Let children set up the "store" again and practice making change. (See Leader Guide 3.) See who can buy foods for a nutritious meal with the least amount of "money".

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