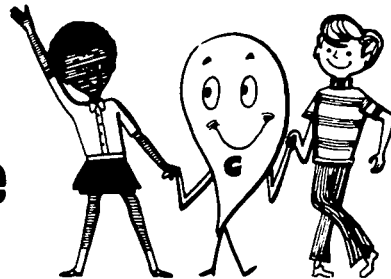


Vitamin C for you and me



GETTING READY

At the meetings you can help children learn to respect themselves and others. Members are likely to respect you if you respect them. Treat them fairly and comment on good things they do. Set reasonable rules so the meetings can run smoothly and safely.

Children who refuse to cooperate should not be allowed to spoil activities for everyone else. Such children may need special help. Ask your Extension worker for advice.

PURPOSE OF MEETING

At this meeting you can help youth learn to:

Feel that you respect them.

Name some vitamin C foods.

Tell one reason why vitamin C is important.

Remember the number of servings recommended from the Fruit and Vegetable Group.

See themselves as part of local and larger communities.

What I will need:

A SUGGESTED PLAN

As the children arrive

—Greet each one.

—Select an early-comer to be the “magician” for “I See Vitamin C” and explain the game to him. Let other early-comers draw crayon pictures needed for the game. Print the name of the food on each picture drawn.

—Remember last time. Play “Milk Group Hopscotch” (or “Toss”).

Purpose: to help youth review the Milk Group. See “Bag of Tricks.”

Have children sit where they can see you. Ask them to tell what they did at home (suggested in last Fun Sheet). Review what proteins and calcium do.

Bend the chicken bone if you started soaking one last time. Bring the bone another time if it is not yet rubbery. The children might ask: “Will your bones be soft if you don’t get enough calcium?” Your answer might be: “No, they will probably be shorter and more likely to break than if you get enough calcium,

paper
crayons
chalk
or
large sheet of
paper
Corn or paper clips
last Fun Sheet
bone (if used)

but they will not be rubbery." They may ask: "Will your bones get soft if you eat foods with vinegar?" The answer: "No, vinegar is changed to something else in your body."

The Fruit and Vegetable Group. Point to the food guide. Ask what foods are in this group. Explain that soda pop, gelatin without fruit or vegetables, fruit-flavored drinks and potato chips are not included. They do not provide the vitamins and minerals we expect to get from fruits and vegetables.

How many servings each day are recommended from this group? (Four or more.)

Play "I See Vitamin C". *Purpose: to help youth learn to name vitamin C foods.*

Before the meeting select six of these vitamin C foods which are economical and easy to get in your area. Ask your Extension worker which are best in your area.

Broccoli	Guavas	Peppers
Brussels sprouts	Melons	Potatoes (skins on)
Raw cabbage	Oranges	Strawberries
Grapefruit	Papayas	Tomatoes
Dark leafy greens (raw or cooked a few minutes)		

Have someone draw a picture of each of the six you choose plus banana, peach, milk, bread, and meat.

Tell the children no one can really see vitamin C in foods, but a "magician" in the group says he can. Suggest that each player try to find out which are vitamin C foods and how the "magician" will know.

Sit down and hold a picture so all can see. Tell the group to think. If the food is a vitamin C food, you cross your legs to signal the "magician". The magician should say, "I See Vitamin C". If the food is not, don't cross your legs. The magician then should say, "I don't see much."

After showing all the pictures, explain how you helped the magician know which were vitamin C foods. Display the pictures of vitamin C foods so the group can see them again. Tell the children we need vitamin C every day.

The children might want to play the game again. Others could be the leader and "magician" and make up a new signal for others to guess. Mark the backs of the pictures of vitamin C foods so the leader won't make a mistake.

Review— Let each child name four foods from the Fruit and Vegetable Group he would like to eat. Be sure each person includes a vitamin C food. Hand out the Fun Sheets. Read the poem about vitamin C. Let children circle the pictures of vitamin C foods on the third page.

Fun Sheet Answers: orange juice, tomato, strawberries

What I will need:

Food Guide.

*drawings
made in
beginning*

*Fun Sheets
pencils*

Make and Eat— Using one of the recipes on the Fun Sheet you can help children learn to:

cut fruits or vegetables safely

prevent cut fruit from turning brown

combine fruits or vegetables to taste good and look pretty.

Clean-Food Tip—After children have washed their hands, teach them to wash the fruits or vegetables in cool water.

Safety Tip—Show them how to safely carry a kitchen knife with the point down. Show how to cut fruits or vegetables downward onto a board or papers. This is safer than cutting toward oneself. (Let children use the sharpest knives you can find. They are safer than dull ones which are likely to slip.) Ask why we do not leave a sharp knife in a dishpan of soapy water. (Someone might cut himself because he couldn't see the knife.)

Go over the list of fruits or vegetables to be used. Include at least one vitamin C food. Tell how to prepare each food. (Leave peelings on apples. Carrot "coins" are easier to cut than strips.)

Explain that cut fresh apples, peaches, bananas, and pears should be dipped into orange, lemon or pineapple juice to keep them from turning brown. (The vitamin C in these juices will keep the air from turning the fruit dark.) If you have not done so before, leave some pieces undipped on a separate plate to show how they darken.

At the table—Suggest other fruits or vegetables to combine in Zingy Fruit Cups or Zangy Plate.

Remind members of the things they can do at home (suggested in the Fun Sheet).

Ask how long each child has lived in the neighborhood, in the county. Discuss interesting facts about your area and important things its people have done. Ask what important foods are grown in your State.

Clean-up—Cover and refrigerate leftovers.

Fill out "I Belong" on back of Fun Sheet. Individuals can start as soon as they have finished clean-up.

Fun Sheet Answers: your county, your State,
United States of America

Play a game or do another activity if there is time.
Announce the next meeting. Leave the room clean.

WHAT DID THEY LEARN?

Are the children learning that you respect them? Yes, if you are kind and care about each one. Are they learning to respect others? Yes, if they can work and play together.

Did anyone use Magic Mix or talk about milk at home? If so, wonderful! Keep encouraging them to do this.

What I will need:

aprons or shirts
hairs or caps
soap
paper towels
vegetable brush
knives
board or paper
big plate or bowl
serving spoons
large recipe chart
tape
ingredients

cups or plates
napkins
toothpicks or
spoons
juice
job chart
dish pans
dish soap
towels
dishcloths

THINKING IT OVER

By now the group should be settling into a routine for washing, etc. This makes learning easier and more fun. They should now pay attention and follow instructions. If they don't, talk to your Extension worker.

Because working with people is always a challenge, you are having some problems. But you are having successes too. Tell your Extension worker about them.

FOR YOUR CHOICE

Other Activities for Meetings—for Later or for Now

PEOPLE AND THEIR FOOD—*Purpose: to help youth relate appeal of food to the five senses.*

See "Why Does It Taste Good?" in Bag of Tricks.

FUN WITH SCIENCE—*Purpose: to help youth become curious about how food grows.*

The night before the meeting, let some bean seeds soak. Each member can peel a seed and

pull it apart to see what is inside. Let each person put two whole seeds and two halves on a damp paper towel. Put towel and seeds into a plastic bag and tie so the seeds will stay moist.

Each child can take his bag home. Bring some sprouted seeds to the next meeting and discuss what happened.

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

Let each member plant some radish or lettuce seeds. Use paper cups or cut-off milk cartons for planters to take home. Or plant vegetable seeds in a special place where everyone can care for them. Ask your Extension worker for advice.

BUYING FOOD—*Purpose: to help youth learn to make change when buying food.*

Let some children arrange food boxes and cans for a "store." Prices should be marked. Others can cut "money" from paper. Make about five \$1 bills, quarters, dimes, nickles, and pennies for each child.

Let members who can already make change teach younger ones. If everyone can make change already, see who can buy a food from each Food Group for the least amount of money.

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