



GETTING READY

Now you and the children will have the excitement of seeing progress. As members learn, they like to share what they know with visitors.

Children learn much by watching and copying adults. Some youth need more chances to see men or women who are usually happy and helpful. Is this true of children in your group? You might ask the boys and girls if they would like to invite some adults to future meetings. Suggest some persons who enjoy their work and who like boys and girls. Name people with qualities you would like the children to copy.

Note: The suggested plan which follows takes about 30-45 minutes longer than the other plans so far. You might use this guide for two meetings. You could use the review activities at the first meeting. Let members take home the back page of Fun Sheet 6 the day they do it. Save the front page for the meeting about vitamin A.

PURPOSE OF MEETING

At this (these) meeting(s) you can help children:

- Feel proud of what they have learned.*
- Decide how they will use what they have learned to help themselves and their families.*
- Name vitamin A foods.*
- Tell one reason why they need vitamin A.*
- Show how much fruit or vegetable counts as one serving from the Fruit and Vegetable Group.*



A SUGGESTED PLAN

As children arrive, greet each one.

Let children go through the "cafeteria." Before the meeting arrange pictures of food for a "cafeteria" as at Meeting 1. Ask each child to pick out a "dinner" he would like which would help him be healthy. Keep each child's pictures in a sack or write the names of the foods on a paper. Let children play an active game until all have arrived and gone through the "cafeteria."

What I will need

*pictures of food
sacks or papers
boxes and labels*

Play "Sad Sack, Happy Sack." *Purpose: to help youth review the Bread and Cereal Group.*

Before the meeting hide wrappers and boxes from foods made from grains. Use the same number from foods which are in the Bread and Cereal Group (whole grain or enriched) and from foods which are not. (If members bring boxes or labels, hide them or talk about them.)



Ask what they have done at home since the last time. Ask why foods must be enriched or whole-grain to be in the Bread and Cereal Group.

Divide the group into two teams. Give one team a grocery sack with a sad face drawn on it. Give the other team a sack with a smiley face. The Sad Sack Team is to find the labels for foods which would not be in the Bread and Cereal Group (not made from whole grains or enriched). The Happy Sack Team is to look for labels of foods in the Bread and Cereal Group. Give each team 10 points for each "correct" label. Take away five points for any label that should have been left for the other team.

See what they have learned. *Purpose: to help children be proud of their progress and to express themselves.*

Have children sit in groups of about 10 members. Give them their sacks or lists of the "dinners" they chose today. Let each child tell why he chose the foods in his "dinner." For now, accept each person's reasons; don't criticize or praise his choices.

Then give each child his sack or paper saved from Meeting 1. Let him fill out the third and fourth pages in Fun Sheet 6. Help anyone who is having a lot of trouble. Help children correct their mistakes. You or a helper talk with each child about what he has learned since Meeting 1 and praise him for improvement.

Fun Sheet answers: (Good Food Clue) 4-4-3-2. (Crossword)		
1. PROTEINS,	3. CALCIUM,	5. IRON.
2. THIAMINE,	4. VITAMIN C,	

Make decisions. *Purpose: to help youth decide how they will use what they have learned.*

Ask, "How will you use what you have learned to pick out foods for snacks? For lunch? Why? How will what you have learned help you at home? At the store?" Give every child a chance to say how he will use what he has learned.

Play "Zip Zip Zap." *Purpose: to help youth learn to name vitamin A foods.*

Have ready pictures or the names of these foods on cards with the points marked on each.

Liver—3	Hamburger—0
Bread—0	Lettuce—0
Corn—0	Orange—0,
Grapes—0	White potato—0

Also make cards for six or more of the following that are economical and easy for people to get in your area:

Apricots—1	Kale or collards—1	Spinach—1
Broccoli—1	Mustard greens—1	Sweet potatoes—1
Cantaloupe—1	Peppers—1	Turnip greens—1
Carrots—1	Pumpkin—1	Winter squash—1

Players sit in two circles near each other. Give each circle half the cards. The captain of Circle 1 stands inside Circle 2. When he says, "Zip zip the vitamin A," and closes his eyes, Circle 2 players start passing cards behind their backs. When he says, "Zap the vitamin A," he points to a player and opens his eyes. The player must give him any cards he has. The captain does this three times. Then he names the cards he has which have vitamin A points. He gives Circle 1 his cards for vitamin A foods

What I will need

sad sack

happy sack

Fun Sheet No. 6

sacks or papers
from meeting 1

pencils

cards

and puts the other cards in a "discard" pile.

The captain of Circle 2 then stands inside Circle 1 and does the same thing. After each Circle has had four turns, stop the game and see which circle has the most vitamin A points.

Display the cards for vitamin A foods. Ask "What colors are the fruits and vegetables?" Explain that "deep yellow" and "dark green leafy" are clues for picking out vitamin A fruits and vegetables.

Sing the song on the front of Fun Sheet. The tune is similar to "Twinkle, Twinkle Little Star." After the group has learned the song, let half sing the questions and the others sing the answers.

Show a serving from the whole Fruit and Vegetable Group.

Let children who are to help with the food wash their hands. Show them one medium potato which has been baked or boiled until soft. Tell them it is one serving from the Fruit and Vegetable Group. Ask what other fruits and vegetables of medium size would be one serving. (banana, orange, peach, pear, tomato, etc.)

Let one child peel the potato and mash it with a fork. Pack the potato into a glass measuring cup. (It should be about $\frac{1}{2}$ cup.) Ask if they can tell from this how many cups make one serving from the Fruit and Vegetable Group. (Usually $\frac{1}{2}$ cup)

Let someone measure $\frac{1}{2}$ cup peas or corn and pour them onto a plate for all to see. Let someone else measure $\frac{1}{2}$ cup orange or tomato juice and pour it into a glass to show. Ask how many servings one cup would be (It would count as two servings on the food guide.) Point out that many people like to eat several servings of one food.

Make and eat.

 You can teach children to:

Cook vegetables to protect nutrients.

Taste vegetables prepared new ways.

Clean-Food Tip—teach children to wash fresh vegetables.

Safety Tips—Review safety tips for using sharp knives and cutting down onto a board or papers. Review tips for using pot holders and keeping pan handles turned away from the edge of the stove. Teach children to tilt lids away from themselves so they won't get burned with steam.

Cooking Vegetables—Go over the tips on page 2 of the Fun Sheet, for cooking vegetables. Assign tasks for preparing vitamin A vegetables.

Carrots: Let children prepare some carrots to eat raw and some to cook. Tell them to stop cooking carrots when they can stick a fork into them but the carrots are still a little crunchy.

Broccoli or greens: Stop cooking before the vegetable gets mushy.

For these vegetables try one or two of the ideas for extra good taste from the Fun Sheet.

At the Table—Each child should take a small taste of everything. Don't force anyone to eat something he has tasted and doesn't like. Teach him to quietly leave it.

Discuss other ways to prepare and dress up vitamin A fruits and vegetables.

Clean-up—Teach children to cover and refrigerate leftover vegetables. If cooked vegetables are to be kept more than a few days, they should be frozen so bacteria can't grow in them.

Announce the next meeting. Leave the room clean.

What I will need

Fun Sheets No. 6

aprons or shirts

cape or yarn

soap

towels

cooked potato

forks

measuring cups

spoons

peas or corn

plate

juice

glass

vegetable brush

sharp knives

board or papers

can opener

pot holders

pans

lids

job chart

tape

Ingredients:

measuring spoons

glasses for water

napkins

plates

forks

soap for dishes

dishcloths

towels

WHAT HAVE THEY LEARNED?

Use lists or pictures of foods chosen by children who attended *both* Meeting 1 and this meeting to fill in the chart.

No. of children who chose a food from:	Meeting 1	Meeting 6
the Milk Group.....		
the Meat Group.....		
the Fruit and Vegetable Group.....		
the Bread and Cereal Group.....		
all four groups.....		

How many children picked a "dinner" at both meetings? _____

About how many filled in the crossword puzzle without much help? _____ How many remembered the recommended number of servings for each group? _____ Continue to review the foods and nutrients already learned. What foods have most children learned to like so far?

Were they proud of their progress? If someone wasn't, what could he do, and what could you do?

Did the children make practical decisions? Will the decisions help them as they grow older?

THINKING IT OVER

Look at the purposes for each of the first six meetings. Which goals have most of the group met? **WONDERFUL!** Mark them with a star. Which goals need more work? Mark them with a dash. (Maybe some of the suggested goals are not suitable for your group.) Discuss your progress and goals with your Extension worker.

FOR YOUR CHOICE

Other Activities for Meetings - For Later or for Now

PEOPLE AND THEIR FOOD *Purpose: to help youth recognize that food likes can and do change.*

Ask children to name foods they like now which they did not like when they were 4 years old. Do they like some foods now that they didn't like when the meetings began? Why did their likes change?

One way to learn to like food is to taste a small amount at a happy time. Plan a tasting party. Try one or two new foods or foods prepared a new way plus a food they already like. Let members invite some guests and explain the purpose of the party to them.

FUN WITH SCIENCE *Purpose: to help youth become curious about how the body works and visualize the digestive system.*

Make body pictures. Get a picture of the digestive system from your Extension worker. Let some children lie very still on large brown wrapping paper while others trace with a crayon around them. Help members outline with a pencil where the stomach and intestines will be. Then they can use crayons to draw the organs.

WHERE DOES FOOD COME FROM? *Purpose: to help youth compare ways of preserving food.*

Ask children how we keep food for several months so it doesn't spoil. Let them taste peaches which have been preserved two or three ways and explain how they were treated.

Dried: Placed in the sun or in an oven to take out water. They are too dry for bacteria to grow in them.

Canned: Heated to destroy enzymes and bacteria which would cause them to spoil. Sugar is usually added.

Frozen: Kept too cold for enzymes to work and bacteria to spoil them. Sugar is usually added.

BUYING FOOD *Purpose: to help youth learn to buy nutritious snacks.*

Go to a store to look for nutritious snacks. Show members how to pick out fresh fruit. (Ask your Extension worker for a booklet about it.)

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