

# Mighty Milk



## GETTING READY

Let children know you care about them and believe they can learn. Learning will be faster if you praise each person for doing some tasks well, such as measuring correctly, cleaning the floor, or sharing a new game.

We learn best when we think we *can* learn. Some children feel insecure and unable to do anything correctly. Do you work with any like that? They may act clumsy or withdrawn. Or they may pretend they do not want to learn, maybe even disturb the meeting. You will need to give these children extra encouragement.

## PURPOSE OF MEETING

At this meeting you can help children learn to:

- Feel they can do worthwhile things.
- Name two nutrients in milk and a reason they need each.
- Recognize products made from milk.
- Remember the number of servings recommended from the milk group.
- Enjoy eating together.

## A SUGGESTED PLAN

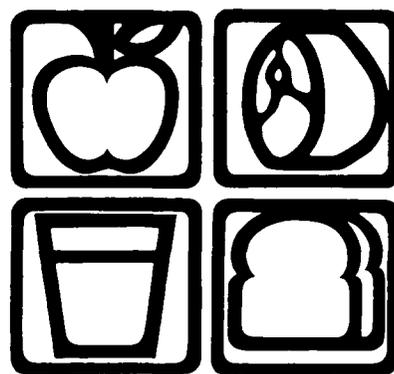
As the children arrive:

- Greet each one and let him know you are glad to see him.
- Let early-comers help you arrange the room.

Play an active game.

## Remember last meeting

- Play "Captain, Which Way?" *Purpose: to see how many things they can name that affect health.* Before the game ask the group to name some things—both good and bad that influence health. Let someone write all their ideas on small pieces of paper. Use these papers for the game.
- Have the children sit where they can easily pay attention to you. Show the food guide. Ask what foods in the guide the children had for snacks.
- Ask if several would like to tell what things suggested in the Super Snacks Fun Sheet they did at home. Let the children volunteer to answer.



What I will need:

*slips of paper*

*pencils*

*Food Guide*

## Meet the nutrients

—Hand out the Mighty Milk Fun Sheets. Help the group read the last page and fill in the blanks.

Fun Sheet Answers : food, bodies

## Milk and our bodies

—Turn to the front of the Fun Sheet. Point out what proteins can do for the body. Ask each child to pull out a hair and look at it. Hair is made with proteins. Ask them to look at their fingernails. Fingernails contain proteins. Look at skin. Skin contains proteins. Ask what parts of the body are made with proteins. (Any part they name will be correct including blood, teeth and bones.)

—Divide children into groups of about five. Let someone in each group put about 1 tablespoon of vinegar into a cup. Then add about 1 teaspoon of milk. Tell children to watch the milk clump. Proteins clump to make curds. Do the curds remind the group of cottage cheese? Cheese is made from curds. Cheese has a lot of proteins.

—Let children feel a rock. Some minerals make the rock hard. Let them feel a bone. Calcium and other minerals make the bone hard. Read about calcium on the Fun Sheet. Point out that we get most of our calcium from milk. One cup of milk has as much calcium as 28 hamburger patties or 6 cups of coleslaw.

You might put a chicken bone in vinegar to show at a later meeting. In one or two weeks most of the minerals will dissolve so you can bend the bone.

## See, touch, taste

—Let some members help serve each person some or all of these:

1. a small cube of yellow cheese.
2. a spoonful of buttermilk in a cup
3. a spoonful of ice cream
4. a spoonful of dry milk powder
5. a small square of cracker (just for variety)

—Give members time to examine these and fill out the Fun Sheet. They will probably taste most foods; do not force them to taste anything.

—After they have tasted buttermilk, ask how it gets its name. (It is the liquid left from making butter. Good bacteria make the sour flavor.)

—How is cheese made? (Liquid is squeezed from curds of milk. The cheese is stored to develop the flavor.)

Fun Sheet Answers : ice cream, buttermilk, cheese, dry milk, proteins, calcium.

## What I will need:

dry milk  
flour  
margarine  
bowls  
mixing spoons  
spatula  
fork or  
pastry blender  
measuring cups  
recipe chart  
tape  
pot holders  
pans  
soap  
towels  
aprons or shirts  
yarn or caps  
cocoa  
sugar  
vanilla  
measuring spoons  
cups or dishes  
napkins  
spoons  
glasses (for water)  
whole milk  
soap for dishes  
cloths  
job chart

## Use the food guide.

Point out how many servings from the Milk Group are recommended for children their ages. Point out that other family members may need more or fewer servings.

## What other foods contain a lot of milk?

Look at the recipes inside the Fun Sheet.

## Make and Eat.

—If possible, let children prepare a food made from milk. The chocolate pudding is popular and can be used to teach youth to:

*Mix* sugar and cocoa before adding water.

*Cook* milk over medium heat.

*Stir* a food thickened with flour or starch.

—Let some children help you show how to make Magic Mix. (Have ingredients already measured. Make about 1 recipe of Magic Mix for every 10 children.)

—Go over pudding recipe, which has been printed on a large sheet of paper.

**Safety tips**—Show how to turn on stove. If children are very young, suggest they should get an older person to do this. Show how to use a pot holder. Explain why it is safer than a towel. Show how to turn pan handles away from edge of stove so pans won't be knocked off.

—Have children who are assisting wash hands and get ready to cook.

—Let one child put some cocoa and sugar into a pan, then add water and mix. What happens after he stirs? Now show how to mix sugar and cocoa before adding water. Let each child see that there are no longer any lumps of cocoa. Then slowly add water while stirring and let each child see the smooth mixture.

—They should cook the pudding on medium heat to keep it from scorching. Show what is *medium* heat on the kind of stoves they use.

—Show how to stir the pudding so that the spoon keeps "wiping" the bottom of the pan. What might happen if they did not keep stirring while the pudding cooks? (Pudding might become scorched or lumpy.)

—Let as many children make pudding as possible. Others can set the table. *While children are cooking at the stove, keep an eye on them. But let them do the cooking.* Most children 8 years old or older can learn to cook safely.

**At the table**, discuss what other foods would be good in pudding. Some people like milk on the pudding, or nuts, tiny marshmallows, or bananas.

**Clean-up**—Tell children to cover left-over pudding and keep it refrigerated. Let members help with the clean-up. Be sure stove is turned off and wiped clean. Leave the meeting place neater than you found it.

## What I will need:

Fun Sheets

pencils

cups or  
glasses

tablespoons and  
teaspoons

vinegar

milk

rock

jar

plates

spoons

cheese

butter milk

cups  
ice cream

dry milk

crackers

## Play a game.

Or do another activity if there is time.

## WHAT HAVE THEY LEARNED?

Who said they ate nutritious snacks? Who made one or more milk drinks at home? How many said they thanked family members? How many things which influence health did they name?

Did some children not do any of the things suggested to be done at home? What might have been the reasons? Some children may not be able to cook at home. Make a special effort to let them know you appreciate their help at the meetings.

## THINKING IT OVER

Did the children learn something new about milk? Were they proud of what they did?

Were you so busy getting supplies and giving instructions you forgot to praise members? If so, you are not the first person to forget. Try again next time. As you and the group work together you will become more at ease. Then you will see many chances to give praise.

## OTHER ACTIVITIES FOR MEETINGS —FOR LATER OR FOR NOW

**FUN WITH SCIENCE**—*Purpose: to help youth become curious about forms of milk.*

*Dried milk*—Pour 1 tablespoon fluid milk into a shallow pan and tip the pan to spread the milk. Place in an oven at 175° F (very low)

for 1 hour. (Do other activities in the meantime.) Remove the pan from the oven. What happened to the milk? Let someone swish 1 tablespoon of water around in the pan until he sees milk again. Do not stir. You had dried milk. Only water was removed. How was your dry milk different from instant milk? (Instant dry milk is dried in a special way so it will be easy to mix.)

*Evaporated milk*—Let members pour regular fluid milk slowly into a cup. Then let them pour evaporated milk slowly. Why is it thicker than regular whole milk? (Because over half the water has been removed.)

Mix  $\frac{1}{2}$  cup evaporated milk with  $\frac{1}{2}$  cup water. Pour milk slowly into a cup. Does it seem as runny as regular whole milk? It can now be used just like fresh whole milk.

**WHERE DOES FOOD COME FROM?** *Purpose: to help youth identify where food comes from.*

Show pictures or a film about animals that give milk, or visit a dairy farm. Ask your Extension worker for help.

**BUYING FOOD**—*Purpose: to help youth identify foods made from milk and look for clues that they are kept clean and safe.*

Plan a visit to the dairy section of a *clean* store. Your Extension worker can help you select a store and contact the manager. Ask the manager if someone could show and tell the group how milk and the store are kept clean and safe. Plan with the group what they are to do in the store.

At the store you might select one type of dairy food members have not tasted. If possible, bring it to the next meeting for everyone to taste. Write a thank-you letter to the store.

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