

Leader's Guide No. 1

Super Snacks



GETTING READY

This guide is full of activities to make learning fun. It has a suggested plan for the meeting and some special messages for you.

Each member should receive a Funsheet to use at the meeting and at home.

This first meeting should be lots of fun so the children will want to come again. Each member will want you to be interested in him.

Read through this guide and the Funsheet. Decide which things you will have the children do. Make a list of what you need for each activity. Are there jobs which parents or older teens could do? List jobs which the children can do. Be ready when the children arrive.

Some jobs that you might assign:

Set up chairs

Get supplies

Bring refreshments

Serve refreshments

Wash and put away dishes

Carry out trash

PURPOSES OF MEETING

At this meeting you can help the children learn to:

Feel that you care about them.

Describe health or a healthy person.

Name different things that affect health.

Eat nutritious snacks.

Listen to directions and to each other.

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A SUGGESTED PLAN

1. Greet each child and find out something interesting about him (for example, his hobby or favorite game).
2. Have each child make a name tag.
3. Interest children in the "cafeteria" to see if they can select a good meal. Place on tables pictures of food like that served in a cafeteria. Put salads together, then main dishes, vegetables, breads, desserts, and beverages. For every 10 children you will need about 15 pictures of each type of food. Ask your Extension worker where to find such pictures. Have each child select a dinner he would like and that he thinks would help him be healthy. Have each put the pictures into a sack. Write the name of each and that date on separate sacks and the names of the foods selected. Keep the sacks for a later meeting. If there are not enough pictures, write down each child's choices and put the pictures back on the table. If you don't have sacks, record each child's name, the date, and the foods each selected on sheets of paper.
4. Ask a helper or a child to start a favorite game. Let them play until all have arrived and gone through the "cafeteria."
5.

CAPTAIN, WHICH WAY?

This game is designed to help children recognize habits which affect health. Before the meeting, prepare cards or pieces of paper with good and bad health habits. Some examples are listed below. Ask the children to line up shoulder to shoulder facing you. Draw one health habit and read it to the group. Ask those youngsters who followed the practice, if a good one, to step forward one step. If the practice was a poor one, ask those who did it to step backward one step. Continue until all habits are drawn. The person in front wins.

GOOD HABITS

You ate a carrot for a snack.
You got 9 hours of sleep.
You obeyed traffic lights.
You looked for good things in people.
You covered your nose and mouth before sneezing.
You did homework early so you will have enough time to sleep.
You drank 6 or 8 glasses of water a day.
You played outside.
You brushed your teeth after eating breakfast.
You played by the rules of the game.
You washed your hair.
You tasted a new vegetable.
You wiped up spilled water so no one would fall.

POOR HABITS

You didn't wash your hands before lunch.
You left toys on the steps.
You rode when you could have walked.
You ran carrying a sharp knife.
You stayed up too late last night.
You skipped breakfast.
You like to gripe about people.

6. Have children sit so they can see you. Teach about snacks. Snacks are foods eaten between meals. Snacks can help children and adults to have good health. Have the children tell you what some of their favorite snack foods are. Show them a copy of the Four Food Groups Guide. Suggest some foods in each group that could be used as snack foods. Here are some examples:

Milk and Milk Products--cheese, ice cream, milk, chocolate milk, cocoa

Meat and Meat Substitutes--peanut butter, ham, hamburger, hot dog, hard-cooked egg

Fruits and Vegetables--apple, orange, tomato juice, banana, carrot, french fries

Breads and Cereals--bread, crackers, bun, cereal

Ask members to give other examples. Talk about combinations of foods--cheese and crackers, peanut butter and apple wedges, and milk and a banana--that are used for snacks. Pictures of food could be used to add interest.

Have children fill in the front page of Funsheet. Check their answers.

7. Make and Eat. Show how to measure dry and liquid ingredients. (See MF-ENEP-3 Kitchen Know-How for directions on measuring.) Children could practice measuring sugar using measuring cups and spoons. Show ways of measuring if regular measuring cups and spoons are not available. Write a recipe on a chalkboard or a large piece of paper. Or have children follow a recipe in the Funsheet.

Show how to make the Instant Cocoa Mix or Sunshine Shake using the recipes in the Funsheet. You might ask one of the children to help with the measuring. Use mix to make a cup of cocoa or a shake. Let each child make a cupful of one for a snack. Double the recipe if needed to make a serving for each person in the group. If children are small, you may feel safer pouring the boiling water into the cups for cocoa. Serve with graham crackers, cookies, chunks of banana, or apple wedges.

If there is no place to cook, bring the Cocoa or Sunshine Shakes already made. Bring some of the mix so children can see what it looks like. Tell the children how to store the mix at home. A can or jar with a tight fitting lid or a plastic bag can be used for storage.

Clean-up. Show how to wash dishes in hot soapy water and to rinse well. If you use paper cups, save this lesson until later.

Get the children to help clean up the room. Leave the room cleaner than you found it.

Clean Food Tips. Make aprons or smocks for the children out of old shirts. Cut off the collars and sleeves. Have the children wear the shirts backwards. Tie hair back with yarn or give them cook's caps. A 3-inch band of paper big enough to fit around the head will do. Teach children to wash their hands before touching food.

8. Do word scramble "What is Health?" (page 4 of Funsheet) to remind children of the signs of good health.

Answers: hair, eyes, teeth, skin, straight, school, friendly

9. To do at home. Point out this section of the Funsheet. Help members think of things others in the family do for them.
10. Make plans for the next meeting.

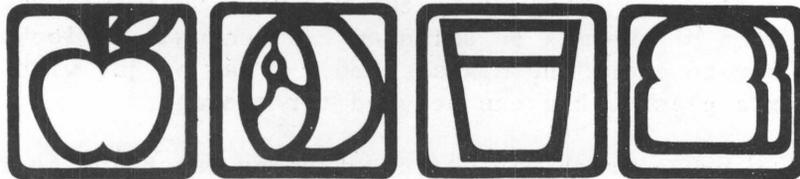
THINKING IT OVER

Look back at the purposes of this meeting. Did each child feel welcome and a part of the group? Did each learn some signs of good health? Did each try the snack?

Did the meeting go smoothly? Or do you need to get organized? Do you need more activities or fewer? Do you need a helper? If so, whom could you ask?

The first meeting is usually the hardest, so take courage!

Keep the sacks or papers with the lists of foods selected by each child. You can have the "cafeteria" again at a later meeting to see if their choices have changed.



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Leader's Guide No. 2

Mighty Milk



GETTING READY

Children need to learn more about food. But more importantly, they need to know someone cares about them and believes they can learn. Show you care as you teach about foods!

Read through this guide and the Funsheet. Think about the youngsters in your group. Choose activities with them in mind.

Remember that learning is faster when the learner receives praise. So don't be stingy with pats on the back.

Remember, too, that people learn best when they think they can learn. Some children feel insecure and unable to do anything right. They may act clumsy or refuse to take part. They may pretend they don't want to learn; they may even disturb the meeting. Find something to praise--setting up chairs, singing, or measuring correctly. Give them simple jobs in the beginning so that they can gain some confidence.

PURPOSES 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

1. Greet each child and let him know you are glad to see him. Let early-comers help you prepare the room for the meeting.

2. Play an active game until all of the children have arrived.
3. Play "Captain, Which Way" to see how much the children remember about things which affect health from the last meeting.
4. Review last week's lesson. Have the children sit where they can see you. Show the Four Food Groups Guide. Ask the children to name snack foods which they have eaten since the last meeting and to tell you the food groups from which they come.

Ask several of the children to tell you what activities listed on the Funsheet they have undertaken since you last met. Some may not have gotten parent cooperation so don't be too hard on them. (Maybe you could ask one of those parents to help with a meeting as a way of bringing them around.)

5. Hand out Funsheet No. 2 "Mighty Milk"

Start with the back page. Introduce the word nutrients. Our bodies need nutrients to live and grow. Food contains nutrients. There are six groups of nutrients: protein, carbohydrate, fat, vitamins, minerals, and water. Have the children fill in the blanks.

Answers: food, bodies

6. Turn to the front of the Funsheet. 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. Ask them to look at their 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.)
7. Put $\frac{1}{2}$ cup milk (can be made from nonfat dry milk) into a bowl. Add 1 tablespoon of vinegar. Have the children watch the milk curdle or clump. Better have them gather around before you add the vinegar because the milk will start to curdle right away. The proteins in milk clump together to form curds. The curds should remind the children of cottage cheese because it is made from curds. (If you taste these curds, they will be sourer than cottage cheese because of the large amount of vinegar (acid) used.) Cheddar and American cheeses are made by pressing the curds to remove most of the moisture and storing to develop flavor. Cheeses have a lot of protein.
8. Let children feel a rock or a bone. Minerals make them hard. Calcium is one of those minerals. Milk is our best source of calcium. One cup of milk has as much calcium as 28 hamburger patties.
9. See and taste. You might like to have samples of cheese, buttermilk, ice cream, and dry milk for the children to look at and taste as they fill in the blanks on the front of the Funsheet.

Or show youngsters how to mix nonfat dry milk. Make up some in advance and chill it for the children to taste.

Or show them how to make buttermilk from nonfat dry milk by adding 1/3 cup buttermilk to 1 quart of milk. Ask how buttermilk got its name. (It was the liquid left from making butter.) Buttermilk now is made from skim milk which is specially treated to give the sour flavor.

Or show them how to make butter from whipping cream by beating the cream or shaking it in a tightly covered jar. Have them taste the buttermilk. Salt the butter and spread it on crackers.

10. Show the Four Food Groups Guide. Point out that children from 9 to 12 need 3 cups of milk a day. Some family members need more; others need less.
11. Make and eat. If possible, let children prepare the pudding or soup using a recipe on the Funsheet.

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. (Make one recipe of Magic Mix for every 10 children.) Go over the pudding recipe which has been printed on a large sheet of paper or a brown paper bag that has been cut open.

Mix sugar and cocoa in the pan 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.

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 cleaning the bottom of the pan. What might happen if stirring was not continued while the pudding cooked? (Pudding might become scorched or lumpy.)

Let as many children help with the pudding as possible. 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 the pudding: Some people like milk on the pudding, or nuts, tiny marshmallows, or bananas.

Clean-up. Tell the children to cover left-over pudding and put it in the refrigerator. Let members help with the clean-up. Be sure stove is turned off and wiped clean.

Safety tips. Show how to turn on the stove. If children are very young, suggest they have an older person turn the stove on for them. Show how to use a pot holder. Show how to turn pan handles away from the edge of the stove so that the pans won't be knocked off.

Remind the children to wash their hands.

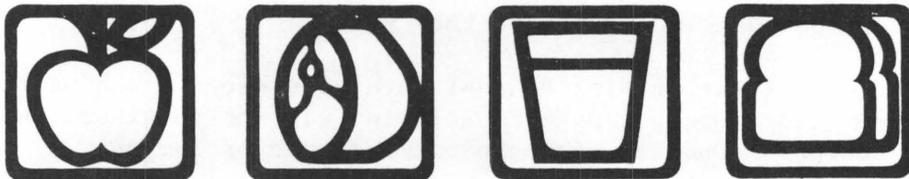
- 12. To do at home. Point out this section of the Funsheet.
- 13. Make plans for the next meeting.
- 14. Play a game or do another activity, if there is time.

THINKING IT OVER

Did the meeting go smoothly? Do you think they now know more about milk and foods made from it? Did they enjoy tasting foods made from milk?

Did you have what you needed to work with? If you forgot something, check your list next time.

You will find each meeting gets easier. Watch for signs of success. Maybe some child is beginning to take part. Or maybe a mother will tell you that her child made cocoa for the family.



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Leader's Guide—No. 3

Vitamin C for you and me



GETTING READY

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 the Extension Agent or Technician for advice.

PURPOSES 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.

A SUGGESTED PLAN

1. Greet each child. 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.
2. Ask the children to be seated. Ask them to tell what activities on the Funsheet they undertook and completed since you last met. Review what proteins and calcium do.

3. This lesson is about the Fruit and Vegetable Group. Use the Four Food Groups Guide to point out this group. 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 that fruits and vegetables do.

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

4. Play "I See Vitamin C" 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 the best in your area.

Broccoli	Dark leafy greens	Oranges	Potatoes
Brussels sprouts	Guavas	Papayas	Strawberries
Raw cabbage	Melons	Peppers	Tomatoes
Grapefruit			

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

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.

5. Hand out Funsheets. Read what vitamin C does from the front of the Funsheet. You might ask the children to read aloud as a group or even to memorize.
6. Have the children circle names of vitamin C foods eaten by their families.
7. Make and Eat. Use one of the recipes on the Funsheet. Include at least one fruit or vegetable that will be new to the children and at least one vitamin C food.

Go over the list of fruits or vegetables to be used. 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) Leave some pieces undipped on a separate plate to show how they darken.

Safety tips. Show the children 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 the children use the sharpest knives you can find. They are safer than dull ones which are likely to slip.

Remind the children to wash their hands and to always wash fresh fruits and vegetables.

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

Clean-up. Cover and refrigerate leftovers. Let members help with the clean-up.

8. Ask the children to circle vitamin C foods on page 3 of the Funsheet.

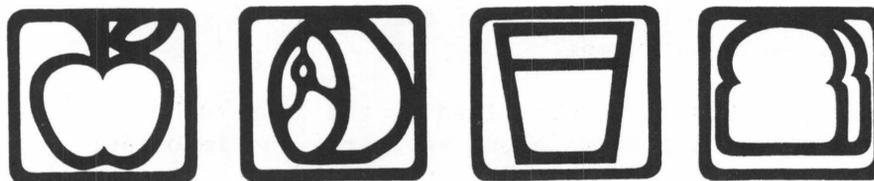
Answers: orange juice, tomato, strawberries

9. To do at home--Remind members of the things suggested in the Funsheet that they can do at home.
10. 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 Virginia. Have them fill out "I Belong" on the back of the Funsheet.
11. Make plans for the next meeting.
12. Play a game.

THINKING IT OVER

By now, the group should be settling into a routine. This makes learning easier and more fun. They should now pay attention and follow instructions.

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.



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Leader's Guide No. 4

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 that they are. To feel special and get attention, some act up. If you help the members discover good points about themselves, they will feel they have your attention without misbehaving.

PURPOSES OF MEETING

At this meeting you can help youth learn to:

Name foods 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.

Know that foods in this group come from animals and plants.

Appreciate the work of some people in the community.

A SUGGESTED PLAN

1. As the children arrive, greet each one. Let early-comers help you get ready, or start an active game.
2. Remember last time. 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.

3. Ask the children to be seated. Ask the group to name vitamin C foods they have eaten since the last meeting. Ask why vitamin C is necessary. Remind them that it is needed every day.

What did they do that was suggested in the last Funsheet?

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

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 lots of nutrients, (2) No one is to tell what he saw until all have looked, (3) Each person must whisper to you a secret number before he can look into the sack. The secret number is the number of servings of fruits and vegetables needed each day. If a member gives the wrong number, let him have more chances until he gives 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--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?

If someone brags about antisocial 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.

5. **Meet the Meat Group.** Hand out the Funsheet. Read the section "And Keep the Beat!" Ask youngsters to snap their fingers or clap a beat. Repeat the beat several times until they can join in. This should help the youngsters know about foods in the meat group and the nutrients they provide. The two nutrients that are mentioned are iron and protein. Iron is one of the minerals. Foods in this group also supply good amounts of B vitamins, but not vitamin C.
6. Play "What Food Am I?" 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, dried beans or peas, and peanut butter.) Let the children walk around and ask each other questions about their food, such as "What color is it?" "Does it come from a plant or an animal?" When a child guesses the name of his 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 that 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 nuts are often eaten in the form of peanut butter.

Use the Four Food Groups Guide to point out the number of servings recommended each day from the Meat Group.

7. Cook a protein food. Foods that contain a lot of protein should be cooked at low heat. High heat causes the protein to get tough. Some foods get dry if cooked at too high a temperature.

You can show the group what happens by cooking two hamburgers of the same size. Cook one hamburger on high heat and the other on low heat. Let the group compare the hamburgers. The hamburger cooked on high heat will be hard, dry, and small. The one cooked on low heat will be tender, juicy, and not much smaller than the raw patty.

Read the story on the back of the Funsheet. The story explains how high heat drives off water and proteins crowd together. A safety feature of cooking meat over low heat is that the grease doesn't spatter as much.

Or fry two eggs--one at high temperature, the other at a low temperature. The white of the egg fried at high temperature will be tough.

8. Prepare Pat-A-Pizza, Eggs-in-a-Scramble, or Peanut-Plus sandwiches from the Funsheet.

Safety tips. Tell the children never to leave the room while food is frying. If the grease should catch on fire, cover the pan with a lid.

9. To do at home. Point out this section of the Funsheet.
10. Make plans for the next meeting.
11. Play a game. You could use the rhyme on the front of the Funsheet as a jump rope chant

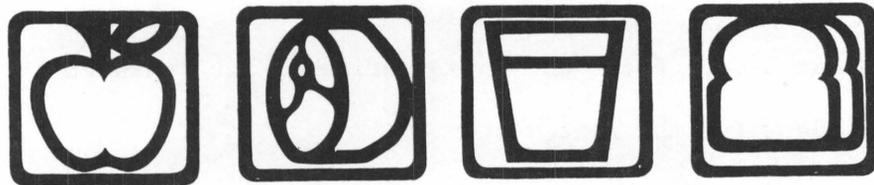
THINKING IT OVER

What have the children learned? How many children picked out the vitamin C foods? How many had told someone about vitamin C or prepared a vitamin C food

for the family? Had they asked parents and others about Virginia? You should be pleased when they do at home what they learned in meetings.

Are the 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. They may be happiest doing the same thing each time.

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



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Leader's Guide No. 5



GETTING READY

This will be the first meeting about the Bread and Cereal group. Foods in this group seem so ordinary that they are taken for granted. But they have important nutrients and many of them don't cost very much.

Plan this meeting as you have the others so the children will have fun and be successful. If something should not turn out as a youngster planned, help him accept and learn from the mistake.

If children feel a part of the group, they can make mistakes without feeling insecure. Don't let anyone make fun of a child who goofs. Interest the children in why things turned out as they did. That will turn attention away from "who did it." Maybe you can tell about a similar mistake you made and what you learned from it.

PURPOSES OF MEETING

At this meeting you can help the youth learn to:

Name foods in the Bread and Cereal Group.

Name at least two nutrients in foods of this group and a reason each is important.

Look for enriched or whole-grain on labels of foods made from grains.

Remember the number of servings recommended from this group.

Express themselves.

Appreciate the work of community helpers.

A SUGGESTED PLAN

1. As the children arrive, greet each one. Start the rhyme about foods in the Meat Group from Funsheet 4. Have them keep the beat by jumping rope, swaying, clapping, or snapping fingers.
2. Ask the children what they did that was suggested in Funsheet 4.
3. Tell about food to help the youth learn to express themselves.

It is not always easy for people to express themselves. Some can't find the right words or may be afraid to speak up. Some children are constantly being told to shut up. This activity is designed to give children some practice at expressing themselves with words, pictures, and actions.

Children will need paper, pencils, crayons, and/or paints. Give each child a piece of paper with the name of a different food on it. Be sure it is a food each child knows about. Ask each to keep the name of the food a secret.

Some foods:

Carrot	Cornflakes	Peanut butter
Strawberry	Watermelon	Milk
Banana	Cheese	Noodles
Egg	Ice Cream	Gelatin
	Bacon	

First, have each child write down three words that describe the food. For example, red, juicy, and seedy for strawberries. There are more than three words that could be used about each food.

Second, have each child draw a picture which describes the taste of the food. Caution each not to draw a picture of the food because that would give away the secret.

Third, have each child show his picture to the group and tell the three words that describe it. Then have him pretend he is the food. He can make the sounds of the food being cooked or eaten or try to take the shape of the food, but he should not say the name of the food. The rest are to try to guess what the food is and which group it is in.

4. Meet the Bread and Cereal Group. Use the Four Food Groups Guide to point out this group. It is just as important as the other groups. Everyone should have at least four servings from this group everyday.

Ask the members to name some grains that are used for breads and cereals. They may know more about the products made from the grains than the grains themselves.

Oats--oatmeal

Corn--cornmeal, cornflakes, grits, cornbread

Wheat--white flour, whole wheat flour, wheat flakes, puffed wheat, cream of wheat

Rice--rice, puffed rice, cream of rice

Barley

Buckwheat

Show a diagram of a wheat kernel. The white inner layer is used to make white flour after the outer layer of bran is removed. Some of the nutrients are lost when the bran is removed. To create enriched flours and breads, these nutrients are added. These nutrients are niacin, thiamin, riboflavin, and iron. The first three are members of the B vitamin family; the last is a mineral.

The label on flour, bread, and cereal products tells whether it is whole grain or enriched. If it is not one or the other, someone is missing out on some nutrients. Show labels from bread and cereal products to the children and have them look for the words enriched and whole grain.

5. Hand out Funsheet No. 5. Have the children circle the names of the foods they have tasted. Read about the nutrients. You talked about iron when you talked about the Meat group.
6. Make and Eat. Make up the Gold-N-Good Mix before the meeting. Or you might ask one of your helpers to do this while you work with the youngsters.

If you have enough equipment, divide the youngsters into teams and have them make several of the products. If you can't cook the products, you might bring Corn Doodle Cookies for refreshments.

Flour packs or settles in the bag or storage container. Sifting helps to make it light and airy again. To show this, measure a cup of flour without sifting. Then sift that cup of flour and carefully spoon it back into the cup. You should have flour left.

Many persons do not sift flour, however. You can adjust by taking 2 tablespoons of flour out of each cup. If you don't sift or adjust, bread products will be heavy and dry.

Show cans or jars that could be used to store flour, cereal, and mixes at home.

7. Review the Four Food Groups Guide. Let the children complete the back page of the Funsheet.

Answers: 4, vitamin C, 4, B vitamins and iron, 3, proteins, and calcium, 2, proteins and iron.

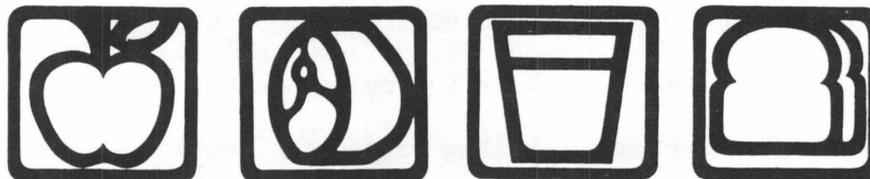
8. Talk about community helpers such as firemen, policemen, and teachers. You might invite one to come to a meeting.
9. To do at home. Review the list of things to do at home.
10. Make plans for the next meeting.

THINKING IT OVER

Did the meeting go well today or tonight? Did the children enjoy acting, drawing, and talking about food? Did all of the children take part?

What had they done at home since the last time? Are the children proud of helping at home? If not, could you help them feel good about it?

Find out what the parents say their children are learning. Some parents may have good news for you!



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Leader's Guide No. 6



GETTING READY

Children learn much by watching and copying adults. Some youth need more chances to see men or women who are 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.

PURPOSES OF MEETING

At this meeting you can help the 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

1. As children arrive, greet each one. Let the children go through the "cafeteria," which you set up before they arrived. Ask each child to pick out a dinner he would like and which would help keep him healthy. Keep each child's selections separate.

Hand back the sack or paper saved from the first meeting. Help each child fill out page 3 of the Funsheet.

Give the youngsters a chance to report on their progress.

2. Ask what they have done at home since the last meeting. Ask what is meant by enriched.

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

Before the meeting, hide wrappers and boxes from foods made from grains. Be sure that some say whole grain and some enriched.

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 smiling face. The Happy Sack Team is to look for labels of foods which say whole grain or enriched. The Sad Sack Team is to find the labels which do not say whole grain or enriched.

Give 10 points for each correct label. Take away 5 points for any label that should have been left for the other team.

4. Help the youth learn which foods contain vitamin A. Find pictures of foods which supply vitamin A. Magazines and seed catalogs are good places to look for pictures. These are some of the foods which have vitamin A.

Apricots	Peppers
Broccoli	Pumpkin
Cantaloupe	Spinach
Carrots	Sweet potatoes
Kale	Turnip greens
Mustard greens	Winter squash
	Liver

All of these foods except liver are dark green or deep yellow in color and are in the Fruit and Vegetable Group.

5. Teach them to sing the song on the front of the Funsheet. The tune is similar to "Twinkle, Twinkle Little Star." After the group has learned the song, let half sing the questions and the other half sing the answers.
6. Show servings of fruits and vegetables. Have the children help you. (Remind them to wash their hands.) Show 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 of peas or corn and pour them on to a plate for all to see. Let someone else measure $\frac{1}{2}$ cup of orange or tomato juice and pour it into a glass. Ask how many servings one cup would be. (It would count as two servings.) Point out that many people like to eat several servings of one food.

7. Make and Eat. You can teach children to:
Cook vegetables to protect nutrients.

Taste vegetables prepared new ways.

Go over the tips for cooking vegetables on page 2 of the Funsheet. Cook some vegetables that contain vitamin A.

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

Broccoli or greens: The children should stop cooking these before the vegetables become mushy.

Try one or two of the ideas for extra good taste from the Funsheet.

You might let some of the children prepare other vitamin A foods to be eaten without cooking. Green pepper strips or rings, wedges of cantaloupe, and raw or dried apricots would be good choices.

Safety tips. Wash fresh vegetables. Remind the children how to use a paring knife. Also review safety measures regarding handling hot pans.

Encourage each child to taste everything. But don't force anyone to eat. Sometimes children say no just to get attention.

Clean-up. Cover and refrigerate leftover vegetables.

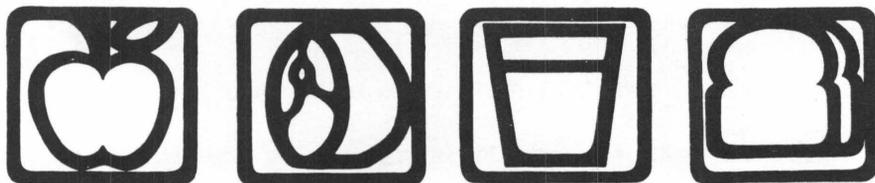
8. Have the children work the puzzle on page 4 of the Funsheet. You might draw a larger copy on a piece of poster board or a brown sack. Then the children can work on the puzzle together.

Answers: 1. proteins, 2. thiamine, 3. calcium, 4. vitamin C,
5. iron

9. To do at home. Review the suggestions of things to do at home on page 2 of the Funsheet.
10. Make plans for the next meeting.

THINKING IT OVER

Are you enjoying working with the children? Can you see changes? Have some of the children learned to eat new foods? Have they told others in the family what they've learned? Do the children work together? Is it now easier to get cooperation?

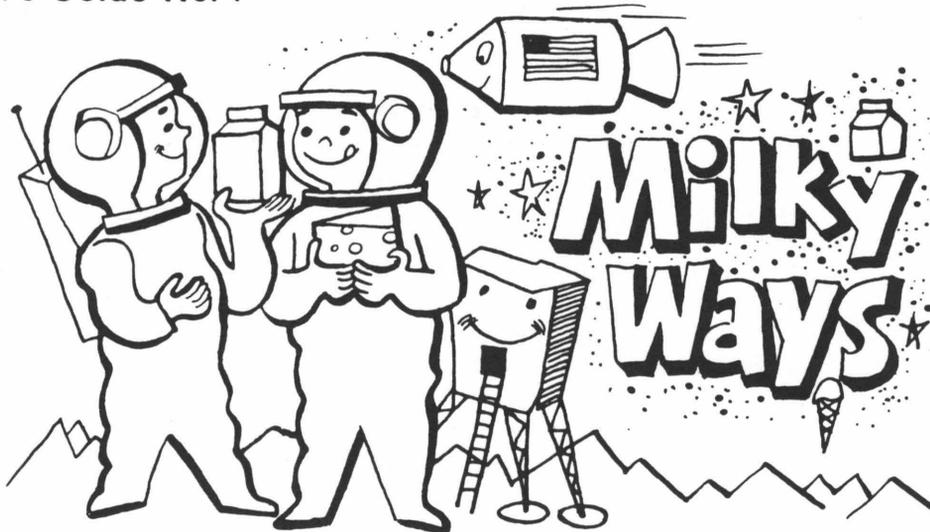


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Leader's Guide No. 7



GETTING READY

Each meeting is important to the children. Sometimes you may become so busy with getting the supplies or finding a meeting place that you forget the children. You want the children to learn to eat foods which will help keep them healthy. But your number one goal should be to help the children think of themselves as worthwhile persons.

When the meeting doesn't go as you planned, you may wonder if you are really helping the children. Take heart! How you feel about the children and food is more important than a single activity that doesn't go over. You have more influence than you think.

PURPOSES OF MEETING

At this meeting, you can help the youth learn to:

Name four nutrients in milk and one reason they need each.

Recognize and respect likenesses and differences in the way they grow.

Show how much food counts as one serving in the Milk Group.

Help get breakfast at home.

A SUGGESTED PLAN

1. As the children arrive, greet each one.
2. Sing the Vitamin A Song (front of Funsheet 6). Ask the children what vitamin A foods they've eaten since the last meeting. Ask what they did at home that was suggested on Funsheet 6.

3. Hand out Funsheet 7. Let them circle the pictures on the back page of the Funsheet.

Answers: orange, tomato juice, potato, healthy gums, healing cuts, dark greens, winter squash, carrot, liver, see in dim light, smooth skin, $\frac{1}{2}$ cup.

4. More about milk. Vitamin D is called the "sunshine vitamin" because the body can make it by being in the sun. Children need more than they can make by being in the sun, so vitamin D is added to milk. Vitamin D, along with calcium and other nutrients, is needed to build bones and teeth. Let the children look for "vitamin D" on milk cartons and a box of dry milk.

Ask what other nutrients are obtained from milk. Proteins and calcium were discussed on Funsheet 2. Milk also contains riboflavin, one of the B vitamins.

5. Read the puzzle on the front of Funsheet 7. Stop at each blank and let the members say the name of the picture above the blanks. The name sounds like all or a part of the missing word. The answers are:

I	riboflavin	food	bones	repair
nutrients	keep	calcium	teeth	body
because	use	vitamin D	protein	

6. Learn about growth. Some children worry about the way they are growing. Not all children grow at the same rate, and not all grow to be the same size. A look at the parents gives some clues as to how tall the child will be. Knowing what to expect during growth can help them accept themselves and others. Ask how they are alike. Let the members name at least five ways people are alike. Then ask how they are different. What if everyone looked exactly alike? How could you tell people apart? You might identify some differences which help you tell the children apart-- Bobby's dark brown eyes, Judy's blue eyes, Jim's deep voice, Mary's giggle, Cindy's red hair, Billy's freckles, etc.

Let the children do "We Grow--I Grow" in the Funsheet.

Answer: 0 years old

On the Funsheet, let them underline some ages when girls often grow faster than boys.

Answer: 10, 12

Most teenage boys grow faster than girls. Let them circle some ages when this happens.

7. Show a serving from the milk group.

Show $3\frac{1}{2}$ cups of unsifted flour in a plastic bag. A 10-year-old child has about this much calcium in his body. Show $\frac{1}{3}$ cup. A well-nourished 10-year-old adds about this much calcium to his body in one year. Show $\frac{1}{8}$ teaspoon of flour. One cup of milk has about this much calcium. Explain that a food must have that much calcium to count as one serving from the Milk Group.

Explain that each of these contains enough calcium to count as one serving from the Milk Group.

1 cup of milk	more than 1 cup of cottage cheese (1 $\frac{1}{3}$ cups)
1 large slice of cheese (about $3\frac{1}{2}$ inches square, $\frac{1}{8}$ inch thick)	almost 2 cups of ice cream (1 $\frac{2}{3}$ cups)

If someone asks why the amounts of food are different, you can explain: When firm cheese is made from milk, water is squeezed out, leaving most of the calcium in the cheese. Cottage cheese loses some of its calcium when it is made. Ice cream is made of cream and other ingredients that have less calcium than milk.

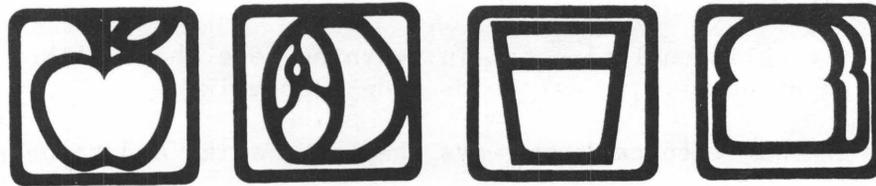
8. Make and Eat. Make one or two recipes from the Funsheet. Go over the recipes and assign tasks.
9. To do at home.
10. Make plans for the next meeting.

THINKING IT OVER

Were the children interested in learning more about milk? Do most of the children drink milk or eat foods made from milk?

Were they able to tell you ways they were alike and to be proud of their differences?

Should you have done more planning before the meeting?



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Leader's Guide No. 8



GETTING READY

Are the children beginning to help make decisions about what to do and how to do it? Are you helping them take on some responsibility? Or do you insist on doing everything yourself or that it be done your way?

It is easier to make the decisions yourself, but you are cheating the members of a chance to develop some independence. Can you remember your first cooking experience? Did your mother or another adult stand over you and tell you what to do or do it for you? How did you feel toward that adult? Adults do need to supervise children to insure safety, but the only way one learns to cook is by cooking.

Think about your group. Are there some children who could help with the meetings? Maybe you've already assigned one to take roll at meetings or to remind others of the next meeting. Could one lead games or songs or show others how to prepare one of the foods on this week's Funsheet? You will need to spend some time with each youngster, but it could be a valuable experience for them.

PURPOSES OF MEETING

At this meeting, you can help youth learn to:

Name four nutrients from the Meat Group and one reason they need each.

Recognize that they should eat some proteins from animals together with proteins from plants.

Show how much food counts as one serving from the Meat Group.

Respect different preferences and abilities among themselves and others.

Plan and do a special project together.

A SUGGESTED PLAN

1. As the children arrive, greet each one. Start a game.
2. Review the last lesson. Ask what the members have done at home since the last meeting.
3. Hand out Funsheet 8. The last page is a review of the Milk group. Have them fill it out.

Answers: calcium, vitamin D, proteins, riboflavin, 1 cup of milk, 1 big slice of cheese, almost 2 cups of ice cream, more than 1 cup of cottage cheese. The Good Food Clue is 3.

4. More about meat. Do the rhyming riddles on the front of Funsheet 8.

Answers: proteins, B, iron, fats

5. Play Meat Group Rhythm to help the youth review the foods in this group.

Have the members sit in a circle. Teach the rhythm. First and second beats, pat your lap; third and fourth beats, clap your hands; fifth and sixth beats, snap your fingers. Keep repeating this. Let the group practice until all can keep the rhythm with you.

Start the game. Players take turns naming a food in the Meat Group on each fifth beat. Each member must name a different food until someone goofs. If someone names the wrong food or breaks the rhythm, the game stops, and that person sits in the middle of the circle until someone else goofs. Then they exchange places.

Change the rules. One child names a plant food in the Meat group and the next must name an animal food in the Meat group.

6. Talk about the foods in the Meat Group. The children should have named most of the foods in the group. Proteins from plants are better for us if they are combined with proteins from animal sources. Think of some combinations: ham and beans, peanut butter and milk, etc. Have the children think of others.
7. Show a serving from the Meat Group. Each of the following counts as one serving from the Meat Group:

1 cooked hamburger (about 3 inches
across and 3/4 inch thick)

2 eggs

1 cup of cooked dried beans

1/4 cup of peanut butter

Ask how many servings one egg would be. (one-half serving) Let someone spread some of the measured peanut butter on a slice of bread. About how much is left? Let him spread peanut butter on another piece of bread. Point out that $\frac{1}{4}$ cup of peanut butter is usually enough to cover two slices of bread. Ask how many servings from the Meat Group peanut butter on one slice of bread would be. (one-half serving) How many servings would one egg plus peanut butter on one slice of bread be? (One.)

Let the members tell what foods from the Meat Group they had for breakfast or lunch. How many servings in the Meat Group has each child eaten? How many should he have in a day? (Two.)

8. Make and Eat. The recipes on the Funsheet take some time to cook. You might start the cooking before playing the Meat Group Rhythm.

Or you might have a special meeting for the children and their parents. You could prepare the Meal in A Package and Bread on a Stick. Serve sliced tomatoes, pickled cucumber and onion slices, or cole slaw with the meal. Cold milk or lemonade would be a good beverage. Wedges of watermelon or cantaloupe would be good for dessert if this is a summertime meal. You could make a freezer full of ice cream.

If you would like the youngsters to have a snack at the meeting, try some of the ideas for peanut butter sandwiches listed in Funsheet 4.

Involve the members in making plans if you are going to have a special meeting. Discuss who should be invited, what to serve, where the meeting will be, who will bring what, etc.

9. Play "I Like and I Can" to help the youth learn to respect different likes and abilities among themselves and others.

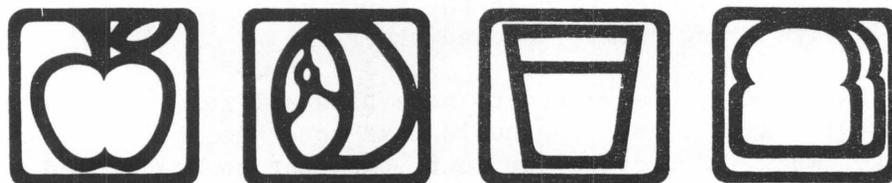
Ask, "What if everyone wanted to be a baseball star, but nobody wanted to grow food? What if everyone could make speeches, but no one could drive a truck? What if everyone wanted to eat, but no one wanted to cook?" Show that different likes and abilities are important.

Have each member write on a piece of paper his name and something he likes to do. Gather up the pieces of paper. Give the person who is "It" one of the slips. He gives one hint about the activity named on the paper. For example, "You do this indoors." Members ask questions until they can name the activity and the person.

10. To do at home. Review this section of the Funsheet. If you are planning a special meeting, you may need to review the tasks.
11. Make plans for the next regular meeting.

THINKING IT OVER

Have you learned anything new about food? Have you been able to use any of the recipes for your family? Do you feel surer of yourself when you get up in front of the group? Do you have some questions for the Extension Technician or the Extension Agent?



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Leader's Guide No. 9

Amazing Ways with Grains



GETTING READY

Do all of the children get a chance to talk at the meetings? Usually some will talk more than others. You may have one or two children who are very shy. See that they have a chance to say something each time. Ask them a question which you're sure they can answer. You might start with a question about foods they like. Or about games, pets, or TV shows they like.

PURPOSES 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

1. As the children arrive, greet each one. Early-comers might play an active game.
2. Review the last meeting. Ask what they did at home that was suggested in the Funsheet. Ask how many servings from the Meat Group are recommended for each day? See if they remember that animal proteins and plant proteins work together to build and repair the body. Let them give some examples of protein foods from animals together with protein foods from plants.
3. Do the game on the front of the Funsheet. Read the instructions first. Read the sign posts along the way. After they've made a path through the puzzle or maze, ask them to circle the pictures of thiamine, niacin, iron, proteins, and carbohydrates. Read, or have the children read aloud, what each of the nutrients does.

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

4. Make and Eat. You can teach children to: Cook rice, macaroni, and noodles in a manner that protects the nutrients in these foods. Combine foods to make a casserole (a one-dish meal).

Show how to cook macaroni or noodles, or rice. To cook macaroni or noodles, put 2 quarts (8 cups) of water and 1 teaspoon of salt into a large deep saucepan. Bring to a rapid boil. Gradually add 8 ounces of macaroni or noodles. The water should not stop boiling. Stir once in a while to separate pieces and to keep them from sticking. Cook until tender but still firm, about 10 minutes.

An 8 ounce package of macaroni or noodles will make about 4 cups when cooked.

Rice is cooked in a smaller amount of water--just the amount that it will soak up during cooking. Read the directions on the package for the exact amounts--usually about 2 cups of water for each cup of rice. One cup of uncooked white, converted, or brown rice makes 3 cups or more when cooked.

Do not wash rice before cooking. Packaged rice is clean and washing removes the nutrients which are added when the rice is enriched.

While the macaroni, noodles, or rice is cooking, help the children think about other foods to put in a casserole. You should have assembled at least one food from each of the lists and you may offer choices. If ground beef is to be one of the ingredients, have one of the children brown it and dip off the excess fat. Someone else can make the Magic Sauce (Funsheet 2).

You may have the children assemble one casserole or make individual Mini Casseroles for the group.

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.	

While casserole is baking, go on to next activity.

5. Show a serving from the Bread and Cereal Group. Remind the children that grain foods should be enriched or whole grain. Some cereal products are fortified instead of enriched and that also means that nutrients have been added. Show some foods from this list:

1 slice of bread

$\frac{1}{2}$ cup of cooked rice

1 biscuit (about $2\frac{1}{2}$ inches across)

1 piece of cornbread (about 2 inches square)

About 1 cup of ready-to-eat cereal such as cornflakes, puffed wheat, or rice chexs

About $\frac{1}{2}$ cup of cooked cereal such as oatmeal or cream of wheat

$\frac{1}{2}$ cup of cooked noodles or macaroni

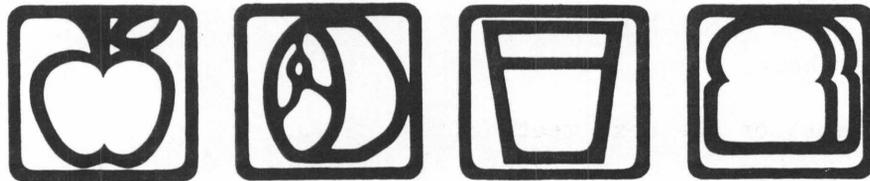
6. Eat the casserole. Talk about other combinations including the use of leftover foods. How many food groups were included in the casserole(s)?

Clean-food tip. 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.

7. To do at home.
8. Make plans for the next meeting.

THINKING IT OVER

Can the children name foods in each of the food groups? Are they willing to taste all of the foods prepared at the meetings? Do they talk much about what they eat or cook at home?



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Leader's Guide No. 10



GETTING READY

This is the last of the series of 10 lessons. Have you enjoyed working with the youngsters? You should be pleased with the progress they've made, although it may be less than you had hoped. Do the children want to continue meeting? Talk with the Extension Agent or Technician about other lessons.

Why don't you plan a party with the children for others in the community? The party should help the children:

Celebrate with their families.

Share some of their learning with others.

Honor community workers or people who have helped with the meetings.

Enjoy planning and carrying out a group activity.

PURPOSES OF MEETING

At this meeting, you can help children learn to:

Use the Food Guide to judge what they eat.

Plan meals that are nutritious, economical, and that look and taste good.

Be proud of their progress.

Thank someone who has worked in the community.

Work together to plan a party.

A SUGGESTED PLAN

1. As the children arrive, greet each one. Let early-comers help prepare a simple snack, such as celery stuffed with peanut butter.

2. Elect a "Nutrient of the Year" to see if children can remember why they need each nutrient. Two children can work together to write up a campaign speech and to make posters. One will give the speech. Pick the nutrients from this list:

iron	vitamin C	carbohydrates
calcium	proteins	fats
vitamin A	B vitamins	

This is a sample speech. "Vote for me, WATER! You need me. What would you be like without me? All dried up. You couldn't live. Also you wouldn't have blood to carry other nutrients around in the body. Vote for me, WATER! I'm important."

Let the members vote after hearing all of the speeches. Then point out that all of the nutrients are important. We need each one to live.

3. Do page 3 of Funsheet 10.

Answers: Hide and Seek

vitamin C: tomato, orange

vitamin A: liver, carrots

iron: liver, enriched bread, peanut butter, oatmeal

calcium: milk, cheese

Round Up

iron: helps use energy and carry oxygen in the blood

vitamin C: helps heal cuts and keep gums healthy

calcium: helps build strong bones and teeth

vitamin A: helps one see in dim light and aids in growth

4. Do "4-4-3-2" in Funsheet 10 to help the children learn to use the Food Guide to judge what they eat.

If possible, give each member one or more pictures of the foods shown on the Funsheet. As a group, the children could then sort the pictures into piles for each food group. Explain that the number of servings needed minus the number eaten equals the number still needed.

Answers: Fruit and Vegetable Group----4 - 3 = 1
 Bread and Cereal Group----4 - 4 = 0
 Milk Group----3 - 3 = 0
 Meat Group----2 - 2 = 0

A fruit or vegetable for a snack would help the child get 4 servings from the Fruit and Vegetable Group.

5. Ask the members which things they did at meetings were the most fun. What have they done that they think is most important? What are they most proud of? Let them mark activities on page 4 of Funsheet 10. Talk about their progress.

6. Plan meals.

Sing the song on the front page of the Funsheet or read the verses as a poem. The children might like to clap as they sing.

Point out that verse 3 gives some clues for making meals look and taste good.

1. Pick flavors that taste good together. Such as mild and tangy flavors.
2. Pick foods that feel different, such as soft and crisp foods.
3. Pick foods that are pretty together, such as dark and light, and dull and bright foods.

Put out pictures of foods which are economical and easy to get in your area. Ask the members to pick out pictures of food for meals for a day. Let them arrange the pictures for all to see. Do they have enough servings from each group? Are some flavors mild? Tangy?

Do the foods feel different? Are they pretty? Let children change the pictures until the answer to all questions is "yes."

7. Plan a party with the children. These are some of the things you'll need to decide.

Where and when--place, day, and time

Kind of party

Whom to invite and who will do the inviting

Program--what kind and who will be responsible

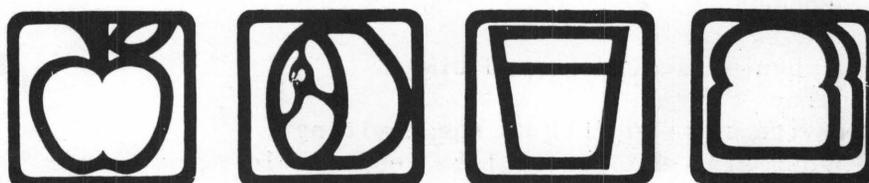
Food--what kind and who will bring it

Displays--do you want to show off skills of the members? Who will bring things to display?

Will you need chairs? Napkins? Cups? Spoons?

8. Enjoy the snack made by the early-comers.

THANK YOU VERY MUCH for working with this group of youngsters. You've helped them to learn about food and about themselves.



The Virginia Cooperative Extension Service by law and purpose is dedicated to serve all people on an equal and nondiscriminatory basis.

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