

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.

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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.

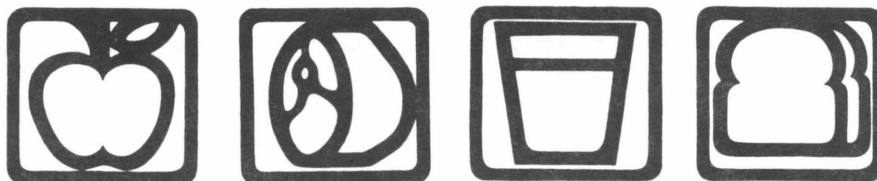
8. Talk about community helpers such as firemen, policemen, and teachers. You might invite one to come to a meeting.
9. To do at home. Review the list of things to do at home.
10. Make plans for the next meeting.

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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