

# Meat and More!



## GETTING READY

Want to have an exciting group project? One reward for you, the leader, is seeing children learn to make decisions and work together. This guide has suggestions for planning a special meeting.

Members may want to elect leaders among themselves (if they haven't already). They could elect officers, or chairmen for a special project. Children who have not been in organized clubs before, should elect officers for short periods of time (4-6 weeks). Before members begin naming people for a job, discuss what the officer or chairman will have to do. That will help them see that being able to do the job is more important than being popular or tough.

Some members who could help lead the group may not be selected. You might ask them to be in charge of small projects or jobs.

## PURPOSE OF MEETING

At this meeting you can help youth learn to:

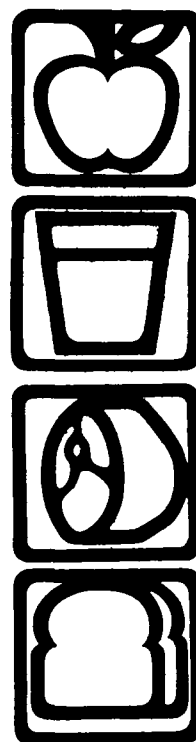
**Name** four nutrients from the Meat Group and one reason they need each.

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

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

**Respect** different likes and abilities among themselves and others.

**Plan** and do a special project together.



## A SUGGESTED PLAN

**As the children arrive, greet each one.**

**Remember last time.** Ask how many helped get breakfast. What did they serve? What did they tell their families

about the Milk Group? How many thanked a family member for something?

Do the back of Fun Sheet 8.

Fun Sheet answers: calcium, vitamin D, proteins, riboflavin, 1 cup, 1 big slice, almost 2 cups, more than 1 cup, 3.

Do the rhyming riddles on the front of Fun Sheet 8.

Fun Sheet answers: proteins, B, iron, fats

**Play Meat Group Rhythm.** *Purpose: to help youth (1) review the meat group, (2) learn to eat some animal proteins with plant protein foods.*

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. He moves to the "bottom" of the circle, and players below him move up one chair. Play for a few minutes.

**Talk about protein foods.** Ask members to name (1) foods from plants in the Meat Group and (2) some animal protein foods in the Milk and Meat Groups. Explain that animal proteins help plant proteins build and repair the body. When we eat plant proteins, we should eat some animal proteins along with them. Let members give examples of protein foods from animals to eat with protein foods from plants (like milk with peanut butter).

**Change the rules.** If a child names a plant food, the next player must name an animal protein food to eat with it.

Play the game a few more minutes.

**Show a serving from the Meat Group.**

Let children who are to help with food wash their hands. Let them show each of the following:

1 cooked hamburger (about 3 inches across and  $\frac{3}{4}$ -inch thick)      2 eggs

1 cup cooked dried beans       $\frac{1}{4}$  cup peanut butter

Explain that each counts as one serving from the Meat Group. Ask how many servings one egg would be. ( $\frac{1}{2}$  serving)

**What I will need:**

Fun Sheets 8

pencils

Food Guide

aprons or shirts

caps or yarn soap

towels

hamburger

dried beans

2 eggs

peanut butter

measuring cups

knife

bread

plates

dish cloth

Let someone spread some of the measured peanut butter on a slice of bread. About how much is left? Let him spread 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 would be. ( $\frac{1}{2}$  serving.) How many servings would one egg plus peanut butter on one slice be? (One.) Let 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.)

### Make plans for a special meeting.

If you cannot plan a special meeting, you might make and eat a food from the Meat Group.

*Purpose: to help youth learn to make plans, to set reasonable goals, and to work as a team.*

Discuss with the members what they want to do. Help them set goals that are easy enough to reach, yet hard enough to teach something new. Write plans on the board so all understand.

**Choice 1: Cook-out** - You might plan a trip to include fishing, a nature hike, games in a park, or a visit to a farm. Before the meeting find out what rules and cooking areas the place has. Ask your Extension worker about suggestions and rules for an outing.

Plan with the group what foods they will prepare. (A recipe for Mulligan Stew is in Bag of Tricks.) (If they are going to make meal-in-a-package, you shape the patties before the outing, so they will be clean and even sizes. Keep them cold.) Discuss how the group will take care of the picnic area and respect other visitors.

**Choice 2: Cook-in** - Have a party and invite some community helpers. Plan with the group what they will do and serve. (You don't have to use recipes in Fun Sheet 8.) Decide who will do each task and who will welcome the guests. Let members tell visitors what they have done at other meetings. Would they like to teach the guests something they have learned?

**Play "I Like and I Can".** *Purpose: to help youth learn to respect different likes and abilities among themselves and others.*

Let children play in groups of five to nine players each. Before the meeting write the name of each member and something he likes to do on a slip of paper. For each group, also make three slips of paper with names of three famous people and what they can do.

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?" Show that different likes and abilities are important.

### What I will need:

Food & equipment?

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chalk or  
large paper  
and crayon

recipes

slips of  
paper

Give the person who is "It" a slip with someone else's name on it. 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.

**Point out "To Do at Home" in the Fun Sheet.**

Announce the next meeting. Leave the room clean.

**WHAT HAVE THEY LEARNED?**

How many helped get nutritious breakfasts at home? What did they remember about the Milk Group? The Meat Group?

Did they make reasonable plans for a special activity? Do members like to work together? Or does someone boss the others? What could you do about it?

**THINKING IT OVER**

You and the members can feel proud when they have carried out plans they made. How could you help them learn to make and follow plans at home?

**FOR YOUR CHOICE**

**Other Activities for Meetings - For Later or For Now!**

**PEOPLE AND THEIR FOOD** *Purpose: to help youth appreciate others' food likes as expressions of culture.*

Invite someone from another cultural or nationality group to show how to make a favorite food. Ask him to tell how his family celebrates holidays. If members are from different cultural groups, let them or their mothers teach each other how to make foods their people like.

**FUN WITH SCIENCE** *Purpose: to help youth recognize that food is digested so nutrients can pass through the walls of the small intestine.*

Explain that nutrients from food must be able to go through the walls of the small intestine before the body uses them. Place a paper towel over a cup and put some sugar on the towel. Ask if the sugar can get through the

towel. Carefully pour some water onto the towel. Remove the towel and let someone taste the liquid in the cup to see if sugar went through the towel.

Sugar had to be made smaller to go through the towel. Food must be broken down to go through the walls of the small intestine. This process is called digestion. Ask where in the body food starts being digested. (In the mouth.)

**WHERE DOES FOOD COME FROM:** *Purpose: to help youth list steps in the production of food.*

Arrange to see how meat is cut, ground, and packaged at a store.

**BUYING FOOD** *Purpose: to help youth compare costs in different stores and review making change.*

List these foods with their average prices at large stores and at small stores.

	Large store	Small store
1 pound ground chuck (ground lean beef)	_____	_____
½ gallon whole milk	_____	_____
1-pound loaf of bread	_____	_____
1-pound can of peas	_____	_____
1 pound fresh carrots	_____	_____
1 dozen large eggs	_____	_____

Divide the group into the Big Store Team and the Small Store Team. Each team counts out play money to "buy" the groceries on the list. The team that counts out the right amount of money first, wins. Point out which team "paid" less money. Ask them to tell their families about the prices at the large stores and small stores.

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