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LESSON PLANS K-3

Bravo for Breakfast!

Breakfast is one of the most important meals of the day. The development of good, healthful eating practices, which will be the foundation for good life-style habits, are important lessons for children. The link between a good breakfast and learning has been shown in recent studies. In addition, school breakfast reduces tardiness and has the potential to reduce high school dropout rates related to absenteeism and low reading ability. This lesson will help students understand the importance of eating a healthy breakfast

I. LEARNING CONTEXT

Content Areas: Health/Nutrition
English Language Arts

Grade Level: K-3

NYS Learning Standards:

This learning experience incorporates the following English Language Arts standards:

Standard 1 - *Language for information and understanding.*

In the writing portion of this lesson, students will:

- Present information clearly, in written form
- Use chronological order to present information
- Include relevant information

Student background:

Students can succeed in the lesson regardless of their background or experiences.

II. PROCEDURE:

This lesson is best used with a group up to 25 students.

Classroom Setup:

1 Food Guide Pyramid
Visuals of breakfast foods
Ingredients for making a yogurt parfait

Inform the class that you will be talking about the importance of breakfast. Start by asking: What is hunger? Let the students answer and have them give examples of how they feel when they are hungry. Are they able to concentrate? How is their energy level? Their mood?

Explain that hunger is the body's message to the brain that more nutrients are needed for growth, maintenance, repair, and energy. By the time hunger sets in, the body's energy stores are low and the ability to focus on tasks becomes difficult.

Indicate that students who skip meals, especially breakfast, often do not learn as well as students who eat regular meals.

Ask students if they know what the word "breakfast" means.

Explain that breakfast means to break the fast. Explain that a fast is a period of time without food. Elicit how many hours their body normally "fasts" from suppertime to breakfast. Elicit how many hours their body normally "fasts" from

breakfast to lunch. Explain that the body only has the capacity to store enough fuel for 12-13 hours, after which the brain goes into “starvation” status.

Ask the students if they feel hunger between breakfast and lunch. Then show them how much longer it is from suppertime to breakfast.

Ask students the reasons why some students don’t eat breakfast.

When the students answer, write the answers on the board or a flip chart.

Get about 5 reasons. Go through the list and ask for suggestions on what they could do to change their behaviors and incorporate breakfast in their daily schedule.

Examples:	<u>Reason</u>	<u>Solution</u>
	Not enough time	Get up 15 minutes earlier
	Nothing to eat at home	Eat at school
	Not hungry so early in am	Pack a breakfast to eat on bus

Pass out a handout that has one section that says:

THINGS I NEED TO DO TO MAKE SURE I EAT BREAKFAST EVERYDAY:

On the same handout have a section that says;

THREE EASY, NUTRITIOUS BREAKFASTS THAT I CAN FIX MYSELF:

(Try for at least three different food groups in each breakfast plan)

Have the students work on the handout – show them some examples of breakfast foods and give them 10 minutes to finish the worksheet. Have the students share their thoughts with the whole class.

Once students have finished let them come up to the “Create a Recipe” table and have them create their own yogurt parfait. Use clear plastic cups to make the parfaits. Instruct the children to layer their parfait as they wish, trying for at least three different food groups. Provide a couple of kinds of yogurt, granola, grapenuts, berries, banana slices, assorted nuts. After the students have made their parfait, let them enjoy.

As a supplement (classroom and/or homework) activity, each student will receive a letter of the alphabet and a piece of 8 1/2 x 11 inch paper. The student will be instructed to cut and paste pictures of breakfast foods from magazines or other sources representing their assigned letter. Short presentations will be given to the class by each student for each letter. After their presentations, the student will attach their piece of paper in chronological order behind the train engine provided. This activity will visually and mentally reinforce the importance of eating a healthy breakfast.

Note: With letters such as Q, X, Z, you may need to revise the assignment to allow the child to use a word representing a food or an action that has that letter in it. For example, X = exercise.

CLOSING:

Reinforce the importance of a good breakfast. Explain that students who eat breakfast do better in school. Encourage them to eat in the school cafeteria if they cannot eat at home.

III. TIME REQUIRED:

Actual Presentation takes approximately 20 to 30 minutes.

Preparation time: Need time to gather ingredients for yogurt parfait and need to copy hand out.

IV. RESOURCES:

Food Guide Pyramid

V. ASSESSMENT:

See if school breakfast sales increase.

VI. REFLECTION:

Make sure to do lesson in am with class. May take longer than 30 minutes depending on how quickly students make parfaits.

Note: Teachers are encouraged to share their reflections at cluster meetings and other collegial groups.

