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LESSON PLANS 2-3

Breakfast: Here and There, Then and Now

In this country, currently, breakfast is often the quickest and smallest meal of the day. In the age of cold cereals and breakfast bars, breakfast is sometimes the “forgotten” meal in terms of the contribution it makes to a balanced diet. In this lesson, the importance of breakfast will be highlighted for students. Students will share common breakfast foods and find them on the food guide pyramid. In addition to highlighting breakfast, this lesson will highlight history, tradition, and culture, three very important aspects of social studies. Students will share breakfast traditions they have in their families and will look closely at what people have eaten for breakfast in different countries and in different time periods.

I. LEARNING CONTEXT

Content Areas: Social Studies
Health/Nutrition
(May be extended to include ELA or the Arts)

Grade Level: 2-3

NYS Learning Standards:

The following Social Studies standards are addressed in this lesson:

Standard 1: *History*

Students will...

- discuss the terms “culture” and “tradition”
- discuss experiences and traditions of various groups in their community
- recognize how traditions are passed from generation to generation
- distinguish between current and distant past

Standard 3: *Geography*

Students will...

- locate countries on a map or globe
- identify and compare cultural characteristics of different peoples

Student Background:

In order to succeed in this learning experience, students must be familiar with the food guide pyramid and how it is used. In addition, students should have some experience locating places on maps or globes.

II. PROCEDURE

Part One

1. Give students copies of the food guide pyramid. Ask a few students to share what they had for breakfast today. Make a list of the foods mentioned and have students find them on the food guide pyramid.
2. Discuss with students the importance of breakfast. Highlight its importance in terms of providing the first dose of energy needed for the day and in terms of the contribution it can make to a balanced diet.
3. Ask more students to share what they ate for breakfast. Continue to list the foods and locate them on the food guide pyramid. As you go, explain that, these days, breakfast can be a very quick and easy meal. Have students list some common breakfast foods that make it so quick and easy (breakfast bars, pop tarts, cold cereals, instant hot cereals, frozen pancakes and waffles, etc.).
4. Talk with students about how, even though breakfast is quick and easy, foods must still be chosen carefully so that they contribute to a healthy day of eating. Emphasize that, when eating breakfast, it is important to choose a variety of foods, trying to incorporate foods from different food groups and trying to avoid too many fats and sugars. Refer to the list you've made of breakfast foods and remind students that there are many, many kinds of food to choose from for breakfast.

Part Two

1. After discussing the importance of breakfast and the variety of choices available at this mealtime, ask students if they knew that where they live impacts what they eat for breakfast. Explain that if a class from Brazil or Italy or China did the same exact lesson and listed their breakfast foods, the list might look very different.
2. Ask students if they know what "culture" means. Explain that culture is a way of living shared by a group of people. Different aspects of culture include language, dress, beliefs, behavior, artifacts, and *food*. Explain that breakfast choices and habits are influenced by culture. Ask students to share any examples they might have of this. Refer to the list of breakfast foods you made earlier and ask if any of the foods reflected students' cultural heritage.
3. Explain that you are going to do a little activity to help students learn about breakfast in different cultures and different places around the world. Tell students what they will do in the activity:
 - Students will work in five groups.
 - Each group will get a pack of cards, a list of countries, and a copy of a world map.
 - Each card will contain a list of breakfast foods for a particular country.
 - The country name will also be on the card, but it will be covered. Working together, students will read the list of breakfast foods and try to predict which country matches the foods.
 - After predicting the country, students will uncover the countries to determine if their prediction was correct. Individually, they will then find the country on the map and color it in. In addition, next to the country they will write in one food from the list that they might like to try for breakfast.
 - After they have gone through all the cards and found all the countries on the map, they will turn in their maps to the teacher.

Note: You will probably need to model how the activity will take place (looking at a card, predicting, looking at the answer, and locating it on the map). When you are modeling, be sure to model a positive attitude toward the foods listed. Encourage students to refrain from making faces or using negative comments about breakfast foods that are different from their own. Encourage students to keep an open mind and to think about the variety of choices available for breakfast.

4. Break your class into five groups and give them time to work on the activity. Circulate around the classroom and assist students as needed.

5. At the end of the activity, give students time to discuss the activity and what they learned about breakfast around the world. Let students share some of the breakfast items they thought they'd like to try.

Part Three

1. Discuss the term "tradition" with students. Explain that a tradition is an experience, custom, attitude or pattern of thought passed down from one generation to the next. Give students an example of a tradition by sharing a tradition from your family or household. Let a few students share some of their family's traditions. Once students have an understanding of traditions, ask if anyone has any special traditions related to breakfast. Incorporate a student-teacher discussion.

2. Explain to students that some traditions change over time. Explain that breakfast foods vary with time and location. Give students an opportunity to predict what their relatives a few generations back might have eaten for breakfast. Let them predict how breakfast may have changed over time in our country.

3. As a homework assignment, ask students to conduct an informal interview (in person, over the phone, by letter or e-mail) with a relative or friend over age 60. Have them ask that person what they usually ate for breakfast growing up. Have students complete the interview information sheet (included with this lesson plan) after the interview and bring it back to school.

4. When students have completed their interview, let them share what they learned in the interview and lead students in a discussion of how breakfast has changed over time. As above, remember to emphasize the variety of breakfast choices available and to encourage students to think about trying some of the items discussed.

Extension Activities

1. Have guests with different cultural backgrounds come in to make and/or serve some of their traditional breakfast foods.

2. Invite older relatives or friends of students in to talk about and/or share some breakfast foods from their family/generation.

III. INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

students with fine motor
or writing difficulties/

you may wish to adapt the map and interview sheets
to allow more room to record responses

bilingual students/
students with limited
English proficiency

preteach words for common breakfast items; allow
students extra time to share their own breakfast
traditions and words for breakfast foods with others

IV. TIME REQUIRED

Note: You may wish to do this lesson over the course of several days.

Preparation	15 minutes (copying)
Part One	15 minutes
Part Two	30 minutes
Part Three	15 minutes to introduce in class 15-30 minutes of homework for students 15-30 minutes to share interviews
Assessment	15-30 minutes after the lesson is completed

V. RESOURCES

- copies of the food guide pyramid (included with this lesson)
- copies of a world map showing country boundaries and names
- copies of activity cards (included with this lesson)
Note: To prepare the activity cards, copy and cut on the printed lines. Cover up the country names by taping a piece of thick white paper or colored paper over it. Place the tape at the very top so that students can flip up the paper to see the answer.)
- list of countries for activity (included with this lesson)
- interview sheet (included with this lesson)

VI. ASSESSMENT PLAN

Progress toward Standard 1	- informal observation during discussion portions - review of interview sheet questions
Progress toward Standard 3 (A simple rubric may also be included.)	- informal observation of students during map activity - review of students completed maps

VII. REFLECTION

In this lesson, the main focus is breakfast. As students learn about important social studies concepts (tradition, culture) and practice important social studies skills (locating places on a map, interviewing others), they learn about the variety of breakfast foods available. Hopefully, they will be encouraged by this lesson to think of breakfast as an important daily meal and to try some breakfast foods they might not try ordinarily.

Examples:

SPAIN

Bread
Coffee with warm milk
Churros (sometimes with chocolate)

TANZANIA

Leftovers from dinner
Tea with milk
Black porridge

BRAZIL

Bread and butter
Fresh cheese
Warm milk and coffee or chocolate
Fruit, often papaya

SCOTLAND

Porridge
Kippers (fish)
scones

ISRAEL

Mango juice
Bagels and lox
Date breads

DOMINICAN REPUBLIC

Hard bread and hard cheese
Mashed cooked plantain
Morir sonada (orange juice, milk, egg, vanilla)

AUSTRALIA

Cereal
Milk
Toast and butter

JAPAN

Rice
Soup
Fish or ham
vegetables

Breakfast: Here and There Interview Sheet

Name of Interviewer _____ **Age** _____

Name of Person Interviewed _____ **Age** _____

What kinds of food did the person you interviewed eat when he/she was a child?

Were any breakfast items similar to things you eat for breakfast?

What items were different?

What have you learned about changes in breakfast over time?

Did the person you interviewed share any breakfast traditions in his/her family?

Do you have any breakfast traditions in your family? What are they?

*Do you have any other traditions involving food in your family?
Explain.*