Fast Break with Breakfast

Upper Elementary Youth Curriculum

Revised December 2009
Fast Break with Breakfast

Time needed to teach lesson: 30 to 45 minutes

Oklahoma Priority Academic Student Skills

Grade 4
- Writing/Grammar/Usage: 1.1
- Oral Language/Listening and Speaking: 1.1, 1.2, 3.1, 3.2,
- Health and Safety Literacy: 1.1, 3.6, 6.2

Grade 5
- Writing/Grammar/Usage: 1.1
- Oral Language/Listening and Speaking: 1.1, 1.2, 3.1, 3.2,
- Health and Safety Literacy: 1.4, 3.10, 6.1, 6.4

Grade 6
- Health and Safety Literacy: 1.4, 3.10, 6.1, 6.4

**Key Concept:** Breakfast provides needed nutrients and energy for learning and growth.

**Goal**
Students will make healthful breakfast food and beverage choices and increase the frequency of breakfast consumption.

**Objectives**
- Students will discuss the benefits of breakfast.
- Students will use MyPyramid to plan a healthy breakfast.
- Students will learn breakfast can be fast and can include a variety of different foods.

**Sources**

**Materials needed**
- Blackboard or Flip chart (optional for ‘Fast Breaks to B.R.E.A.K.F.A.S.T.’ activity)
- Pencils
- Way to GO Breakfasts! handout
Background Information

Breakfast is an important meal. It serves to “break the fast” from the previous evening’s meal. Think of breakfast as refueling. After driving a long distance, we don’t think twice about the need to refuel the car. Breakfast does the same thing for the body. After 8 to 12 hours of sleep, the body also needs more fuel to go and to think. Breakfast provides the body with much needed nutrients and energy. The brain needs energy to think clearly and the muscles need energy for physical movement.

There is strong evidence that breakfast consumption greatly benefits school age children. Research has shown a relationship between eating breakfast and school performance. Students who participated in a school breakfast program had improved school attendance and decreased tardiness. Eating breakfast also contributes to improved dietary quality. Total nutrient intake for the day is usually higher for people who eat a morning meal. Children who eat breakfast at school, compared to those who don’t eat breakfast or eat breakfast at home (Nicklas et al., 1998), eat more fruit, drink more milk and consumed a wider variety of foods.

 Skipping breakfast on a regular basis can result in undernourishment. Research has consistently found that undernourished children who started eating breakfast showed improvement in school performance, more so than children who were not undernourished. Even the occasional breakfast skipper may feel the effect of short-term hunger. In a blinded, cross-over experimental study of 10 year olds, boys who received a high nutritional value breakfast made fewer errors on number checking, addition, and creativity than when they received a breakfast meal of lower nutritional quality. Girls also had fewer errors in addition.

 MyPyramid can help students plan a healthy breakfast. It is a good idea to choose at least one item from three groups of foods; grains, fruits/vegetables, and milk/meat. For example, you might choose cereal, banana slices and milk or toast with peanut butter and juice. Choose low fat foods for breakfast most often. If you have a high-fat food like a doughnut once in a while, balance it with low-fat foods such as a banana and low-fat or skim milk.

 You can eat any nutritious food for breakfast. Breakfast doesn’t have to include only foods such as eggs, toast, and cereal that often are considered traditional morning foods. In other cultures, breakfast foods may include rice, tortillas, burritos and cabbage salad with a cold fried egg on top. Less conventional foods such as soups, sandwiches, leftovers, and even pizza also can be eaten for breakfast.

 Often, children skip breakfast because they are not hungry in the morning or are very busy rushing to get to school. Encourage these children to choose foods they can take with them and eat on the way to school or later when they get hungry. Healthful “grab-n-go foods” include crackers, bread sticks, dry cereal, fresh fruit, dried fruit, 100-percent juice boxes, yogurt, string cheese, hard-cooked eggs, sandwiches, or trail mix. Today, more and more schools are offering students a nutritious breakfast. Both school breakfasts and lunches contribute significantly to the overall nutrient and energy needs of growing children and present a great value to working parents.
Many children have a hard time getting up and going in the morning. Others find it easy to wake up and get moving. Although children are all different, they all need to get moving and increase their blood flow in the morning. Moving helps the body power up for the day by getting oxygen to the muscles and cells of the body and by revving up the metabolism. Encourage children to warm up or awaken their muscles in the morning by doing arm circles, marching around their rooms, dancing to music on the radio or performing other mild activities for a few minutes every day after they get up. Sit-ups and push-ups will help them “power up,” too.

Lesson Procedure
Part 1 – Anchor
The purpose of the activity is to review the benefits of eating breakfast.

Stand Up for Breakfast
1. Explain to the group that today they will be learning about how eating breakfast helps them start their day off right.

2. Read the following statements aloud to the students. Instruct them to stand if they believe the statement is true or to sit down if they believe the statement is false. After students respond to each statement, discuss why it is true or false. Refer to background information.
   • Breakfast helps you to have energy to start the day.
   • Breakfast helps you to be sleepy and tired.
   • Breakfast helps you to be alert and ready to learn
   • Breakfast helps your hair turn green.
   • Breakfast helps you not feel hungry and achy in the morning.
   • Breakfast helps you get a bad grade on your test.
   • Breakfast helps you get some of the foods your body needs to grow.
   • Breakfast takes too much time.
   • Breakfast foods are boring.

3. End the activity by reminding students about the benefits of eating breakfast every morning.
   • Breakfast gives them energy to begin the day.
   • Breakfast helps them be ready to learn.
   • Breakfast helps them meet their daily nutritional needs.

Part 2 – Add
The purpose of the activity is to provide students with ideas for both traditional and non-traditional nutrient-dense breakfast foods.

Fast Breaks to B.R.E.A.K.F.A.S.T.
2. Ask the students if there are times when they find it hard to eat breakfast? What things get in the way of eating breakfast? Discuss reasons why students may skip breakfast — they are not hungry in the morning, they may not like traditional breakfast foods or they may be busy rushing to get to school and may not have time to sit down and eat.

3. As a group, brainstorm the names of at least two nutritious foods that can be eaten for breakfast that begin with each of the letters in the word breakfast. (For example, B = bagels, bananas, bread sticks; R = raisins, rice cakes, rolls; E = egg, enchilada; A = apple, American cheese; K = kidney beans, kiwi fruit; F = feta cheese, farina, fried rice; A = apricots, almonds; S = syrup, spaghetti; T = toast, tomato, taco, tuna sandwich.) Try to include foods from all three groups of foods; grains, fruits/vegetables, and milk/meat and foods that are fast and easy to prepare and low in added fat and sugar.

4. Second, brainstorm ideas for physical activities that begin with each letter in breakfast (optional as time allows). (For example, B = basketball, break dancing; R = running, rappelling, racquetball; E = exercise, elephant walk; A = arm stretches, archery; K = kick, karate; S = skip, skating; T = tennis, tap dancing.)

5. End the activity by reminding students of the following:
   • If they don’t feel hungry when they first get up at home, they may feel like eating school breakfast a little later in the morning.
   • Breakfast doesn’t have to be traditional breakfast foods.
   • Breakfast can be foods that are fast and easy to “grab-n-go.”
   • It is a good idea to choose at least one item from three groups of foods; grains, fruits/vegetables, and milk/meat.
   • There are a lot of different physical activities they can do — find one they enjoy and do it!

Part 3 – Apply
The purpose of the activity is to provide students opportunity to practice planning breakfast meals for a variety of situations.

Way to GO Breakfasts!
1. Pass out pencils and the Way to GO Breakfasts! handout.

2. Ask students to work in small groups. Plan a breakfast menu for each of the scenarios listed (people who wake up late, people who don’t like breakfast food, and people who sleep in on the weekend). Remind students to use MyPyramid food groups as a guide and to choose foods that are low in added fat and sugar.

3. Ask several groups to share one of their menu ideas.

4. End the activity by reminding students of the following:
   • Breakfast can be foods that are fast and easy to “grab-n-go.”
   • Breakfast can consist of non-traditional breakfast food items.
   • The MyPyramid can help you plan a healthy breakfast. It is a good idea to choose at least one item from three groups of foods; grains, fruits/vegetables, and milk/meat.
Part 4 – Away

The purpose of the activity is to encourage students to evaluate their own breakfast habits and to set a small, achievable goal for improving breakfast behaviors.

How Is Your Breakfast?

1. Ask students to write the foods they ate for breakfast this morning or yesterday in the appropriate food groups on the ‘Way to Go Breakfasts!’ handout.

2. Ask students the following questions:
   • Does their breakfast include at least one item from the three groups of foods; grains, fruits/vegetables and milk/meat? If not, what groups of foods are missing?
   • What food needs to be added, if any, so that their breakfast includes at least one item from three groups of foods; grains, fruits/vegetables, and milk/meat?
   • Ask the students to write a breakfast goal in the space provided on the ‘Way to Go Breakfasts!’ handout.

3. End the activity by reminding students to use the MyPyramid to help them plan a healthy breakfast and encourage students to choose at least one item from three groups of foods; grains, fruits/vegetables, and milk/meat.

Extended activities

1. Ask students to research and write a report on breakfast foods eaten in other cultures.

2. Create a poster encouraging students in your school to eat breakfast. Ask the principal to place the posters in the school halls prior to testing.
# Fast Breaks to B.R.E.A.K.F.A.S.T.

## Breakfast Foods

Write the names of at least two foods you can eat for breakfast that start with each of the letters in breakfast below. You may include foods from different cultures. (For example, R = rice).

Try to include foods from all five MyPyramid food groups. Think about foods that are fast and easy to prepare.

<table>
<thead>
<tr>
<th>Breakfast Foods</th>
<th>Letter</th>
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<tbody>
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</table>

## Breakfast Moves

Write the names of at least two physical activities you can do that start with each of letters in breakfast below. (For example, B = break dancing)

## Way to GO Breakfasts!

<table>
<thead>
<tr>
<th>Grain</th>
<th>Fruit or Vegetable</th>
<th>Meat or Milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast ideas for people who wake up late.</td>
<td></td>
<td></td>
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<tr>
<td>Breakfast ideas for people who don’t like breakfast foods.</td>
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<tr>
<td>Breakfast ideas for people who sleep in on the weekend.</td>
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Your Breakfast

Your Breakfast Goal
Teacher Resource:
Related Classroom Activities

Oklahoma Ag in the Classroom activities corresponding to the ‘Fast Break with Breakfast’ lesson.
Share this information with the classroom teacher. The Ag in the Classroom lessons will extend the nutrition message presented in the Healthy Oklahoma Youth lesson. The lessons correspond with grade appropriate Oklahoma Priority Academic Student Skills (PASS). Books can be made available to students either in the library or in the classroom.

Yam and Eggs
Available at http://www.clover.okstate.edu/fourh/aitc/lessons/primary/breakfast.pdf
Skills: Health, Social Studies, Mathematics, Language Arts for Grades 4 and 5.
Objective: Students will learn about the different foods people eat for breakfast around the world.

An International Menu
Available at http://www.clover.okstate.edu/fourh/aitc/lessons/intermed/menu.pdf
Skills: Language Arts and Social Studies for Grades 4, 5 and 6
Objective: Students will use dictionaries to research etymologies and explore the diverse origins of common foods we eat.

Fit with Fiber – Graphing Cereal
Available at http://www.clover.okstate.edu/fourh/aitc/lessons/upper/fiber.pdf
Skills: Science & Math for grades 6, 7 & 8
Objective: Students gather and graph information about favorite breakfast cereals.

Extra Reading:
Lackey J. The Biography of Wheat (How Did that Get Here?) Crabtree. 2007.

For more information, contact your local County Extension Educator: