The Importance of Breakfast:

*Integrating ELA Common Core State Standards with Nutrition Competencies*

K-5 Lessons and Activities
Oakland Unified School District
February 6, 2013
Lesson
Directions

Grades 4-5
Breakfast
ELA Common Core Standards-Integrated Lessons
Grades 4-5

Overview:

Before completing the Breakfast Lessons below, it is helpful for students to have some background knowledge about general nutrition and food groups. Go to OUSD Nutrition Education website (www.osd.k12.ca.us//nutritioneducation) for grade-appropriate general nutrition lessons.

Students should be familiar with MyPlate food groups, group work, ranking activities and sorting activities. Teachers who are unfamiliar with general nutrition concepts should read the “Teacher Overview – Good Nutrition” handout prior to teaching this lesson.

NOTE: A suggested management tip for keeping track of the student work for these activities is to have students use a “Nutrition Interactive Journal.” The directions for this journal are at the end of the lesson handouts.

4-5  GRADE NUTRITION STANDARDS:

1.3.N  Describe the relationship between food intake...and good health.
1.8N.  Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.
2.2.N  Recognize that family and cultural influences affect food choices.
2.2.N  Compare food choices from different cultures.

4-5  GRADE COMMON CORE STANDARDS – ELA – Reading 1:

• Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

4-5  GRADE COMMON CORE STANDARDS – ELA – Speaking and Listening 1:

• Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.

4-5  GRADE COMMON CORE STANDARDS – ELA – Writing 1, 2, 10

• Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.
• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
• Write routinely over...shorter time frames...for a range of discipline-specific tasks, purposes, and audiences.
1. **Rank Activity** (20 minutes) (S/L: 1; W: 1; W: 10)

**Materials Needed:**

- "Why Should I Eat Breakfast-Rank" handout – 1 per student pair/group;

Ask students to raise hands if they had breakfast this morning. Ask them WHY they had breakfast.

After a few students have shared reasons, tell them that it’s very important to have breakfast every day for a variety of reasons. Distribute “Why Should I Eat Breakfast-Rank” handout to student pairs or student groups. Have students cut out the 6 reasons and then arrange them in order from “MOST” important reason to “LEAST” important reason. Groups should try to agree on the ranking, but if they really can’t come to consensus, group members may have different responses. The most important piece of this activity is the group discussion.

When students have determined an order, have them complete the writing task on Page 2 of the handout. Share with the class following agreed-upon rules for discussions.

2. **Breakfast Basics** (25 minutes) (R: 1; W: 2; W: 10; S/L: 1)

**Materials Needed:**

- Breakfast Power point (available on www.ousd.k12.ca.us/nutritioneducation);
- “Breakfast Presentation Notes” handout – 1 per student

Have students complete the “Preview” section on the “Breakfast Presentation Notes” handout. Share with partners/class as time permits.

As you show power point presentation, have students take notes on the handout. Periodically stop to have students share their idea of the “most important” point for each section.

Upon completion of the power point presentation, have students re-visit the Preview. How has their thinking changed? Do they have new information to add to their reason? Has their opinion changed? Have students complete the paragraph and share with partner/class as time permits.

3. **Breakfast Texts** (20 minutes) (R: 1; W: 2; W: 10; S/L: 1)

**Materials Needed:**

- Dialectical Journal and article “Thermic Effect...” (advanced); OR
- Dialectical Journal and article “The Importance of Breakfast” (basic) – 1 per student.

Have students read ONE of the articles and complete the Dialectical Journal for the appropriate article. Have students share journals with partners who’ve read the same article.

4. **What Makes a Healthy Breakfast? (20 minutes) (S/L: 1)**

Materials Needed:

- MyPlate visual for whole class to view;
- “Breakfast Food Visuals – Advanced” handout – 1 per student or student group;
- “Breakfast Food Group Sort – Advanced” handout – 1 per student or student group;
- Scissors;
- Glue sticks;

Share MyPlate visual with students. Call attention to the 5 different food groups contained in this visual: Vegetables; Fruits; Grains; Protein; and Dairy. If this is the FIRST time students have seen the MyPlate visual, you will need to do more instruction about the food groups. (See www.ousd.k12.ca.us/nutritioneducation for ideas.) If students are familiar with the MyPlate food groups, move ahead to the Healthy Breakfast Food Sort activity.

**Say:** In order to be as healthy as we can be, we need to eat foods from different food groups at meals. It is ESPECIALLY important for us to eat foods from different groups at BREAKFAST so that we can start off the day with energy and focus that will last all morning. As we learned in the previous activity, when we eat a healthy breakfast, we feel happier, we have energy for learning, and we get the nutrients our bodies need to grow and be healthy and strong. (If you have access to the Breakfast Poster, look at the visuals for how students feel when they DON’T have breakfast.)

[Distribute Breakfast Visuals Handout.]

**Say:** This handout has some examples of “typical” breakfast foods for someone from the United States. There are a variety of foods from all of the food groups contained in this chart.

[Distribute Breakfast Food Sort Handout.]

**Say:** This handout has all of the Food groups listed. With your partner/group, I’d like you to cut out the visuals and attach them in the proper column on the Breakfast Food Sort handout. When you have finished, I’d like you to design a week of healthy breakfasts using the foods from the Food Sort handout or other HEALTHY ideas that you might come up with. Healthy breakfasts should have foods from three or more food...
groups. Also, there should be a food from either the dairy group and/or the protein group in your healthy breakfast so that the energy that you get from breakfast lasts longer.

When students have completed these tasks, invite them to share menus in groups and whole class as time permits.

5. Breakfast Around the World (30 minutes) (R: 1;)

Materials Needed:

- “Breakfast Around the World Matrix” handout (Basic or Advanced) – 1 per student/student group;
- “Breakfast Around the World Information and Directions” handout (Basic or Advanced) – 1 per student/student group;
- Optional: Venn Diagram handout (1 per student).

Say: In the previous lessons we’ve looked at the importance of having breakfast and we’ve looked at examples of “typical” healthy breakfasts from the U.S. Throughout the world people enjoy healthy breakfasts, but the foods available to them and the foods that they prefer may be different than those that we’ve examined in the previous lesson.

Distribute the “Breakfast Around the world Matrix” and the “Breakfast Around the World Information and Directions” handouts. There are two versions of these handouts -- the “basic” version and the “advanced” version. If you are using the “basic” version, invite students to examine the maps and information sheets and to match the name of the country and a “typical” breakfast with the map on the matrix.

If you are using the “advanced” version, do the above PLUS invite students to analyze the “typical” meal according to the MyPlate food groups. In which food groups do the foods belong? Are there 3 or more food group foods shown in this “typical” meal?

Discuss results as time permits.

Optional: Have students complete a Venn Diagram that compares/contrasts the “typical” breakfasts from 2 different countries. Remind students to incorporate “MyPlate” information into the comparisons, as well.

6: Process Assignments (Homework or Classwork responses to content learning about breakfast and nutrition.) (R: 1; W: 1; W: 2; W: 10; S/L: 1)

Materials Needed:

- Process Assignment Idea handout
- Breakfast Texts
- Nutrition Journal Prompts
Nutrition Interactive Journal directions

To allow for further exploration of the topic or additional opportunities to share expertise, invite students to complete one or more of the suggested Process Assignments.

7 Breakfast Health Goal Wrap-up: (10 minutes) (W: 10)

Materials Needed:

- “Breakfast Health Goal” form – 1 per student.

Say: We’ve spent some time examining why we should eat breakfast, what constitutes a healthy breakfast and examples of typical breakfasts from around the world. If you are already eating a healthy breakfast every day, what action(s) could you take to be even healthier? If you do NOT eat a healthy breakfast every day, what action(s) could you take to be even healthier? Let’s brainstorm a list of actions that we could take regarding breakfast and health.

Write on board/chart as desired. When you have several ideas, invite students to complete the Breakfast Health Goal form. Collect and save forms. Students will evaluate their success in achieving their Breakfast Health Goal at the end of the week. Repeat goal-setting process as desired.
Lesson
Handouts
Grades 4-5
Teacher Overview – Good Nutrition

We all know generally what nutrition is. It is the process by which our bodies take in and use food. But why is nutrition so important, and more specifically, what is good nutrition?

In order to be healthy, your body needs energy and essential nutrients. Essential nutrients are the parts of food that keep a human body healthy and help it to grow. Unfortunately, your body can’t make these essential nutrients or, it can’t make enough of these essential nutrients in order to be healthy. Therefore you must EAT these nutrients so that your body can use them.

Nutritionists currently subdivide food into six categories of nutrients: protein, fats/oils, carbohydrates, minerals, vitamins, and water. Your body requires differing amounts of these nutrients in your diet and these requirements change with your age and your activity level.

We need these nutrients for:

- Growth, repair, and maintenance of body tissues (protein, fats/oils, water, minerals, vitamins);
- Fighting disease and infection (vitamins, carbohydrates, protein, minerals);
- Preventing diseases that result from inadequate nutrients such as anemia, goiter, scurvy, and rickets (vitamins, minerals, protein);
- Reducing the risk of getting certain diseases such as heart disease and some cancers (carbohydrates, water, oils).

The word diet is a general term for what is eaten, although it has become associated with specific diets designed for a specific outcome. Everyone’s diet should include minimum amounts of certain nutrients every day. While we can sometimes get by with an unbalanced or inadequate diet, in order to thrive and be the best we can be, we need a healthy diet.

To assist with planning and eating a healthy diet that contains all of the nutrients we need, nutritionists have categorized food into groups. The five food groups are: protein (sometimes referred to as the meat & beans group); grains; dairy; fruits; and vegetables. Additionally, oils are important foods that our bodies need, though they are not really considered a food group.

Healthy diets are balanced, varied, and moderate.

Balanced means that the diet contains the right combinations of foods to provide the right combination of nutrients. For example, you are not eating just protein or just grains or just vegetables. If you are eating a balanced diet, you are eating foods from EACH of the food groups every day.
Varied means that you are eating many different types of food each day. This means you don’t have the same breakfast, lunch, dinner, and snack every day. You mix it up! You try different grains, and different fruits, and different proteins and different vegetables. You especially try to have fruits and vegetables of different colors each day.

Moderate means that you don’t eat too much or too little. You eat the right amount to stay at a healthy weight for your age and activity level.

Many different nutrients are needed for good health. Most foods contain more than one nutrient and some foods provide more nutrients than others. A perfect food with all of the essential nutrients does not exist. By regularly eating a variety of foods, you will learn healthy food habits, you won’t get bored by eating the same foods all the time and you will be more likely to eat all of the nutrients essential for good health.

Adapted from: www.choosemyplate.gov
FOSS Food and Nutrition Teacher Overview
Why Should I Eat Breakfast?

Name: ________________________ Date: __________________

Below you will find 6 reasons to eat a healthy breakfast. Cut out the reasons. With your group, rank the reasons of MOST important reason to LEAST important reason. Be sure you can explain WHY you ranked your reasons in this order.

Eating breakfast helps me get the foods I need to be healthy.

Eating breakfast helps me to feel happier.

Eating breakfast helps me have better attendance at school.

Eating breakfast helps me to be ready to learn.

Eating breakfast gives me more energy.

Eating breakfast helps me have a healthier body weight.
Complete the following writing task and be prepared to share your group's ideas with the whole class:

Our group thinks that

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

___ is the MOST important reason to eat breakfast because

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Something that we will remember from this activity is

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Breakfast Presentation Notes

Name: _______________________________ Date: ______________

1. Preview:

Breakfast is the MOST important meal of the day.

Do you agree or disagree with this statement? Why or why not? Complete ONE of the statements below:

I AGREE that breakfast is the MOST important meal of the day because ____________

________________________________________________________

OR

I DISAGREE that breakfast is the MOST important meal of the day because ____________

________________________________________________________

Take notes from the power point presentation about breakfast.

2. Health Benefits for eating breakfast: (Circle the one you think is most important.)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Challenges that prevent us from eating breakfast: (Circle the one you think is the most serious challenge.)

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________
4. **Suggestions** for ways to increase breakfast consumption: (Circle the one you think would be most successful in increasing breakfast consumption.)

________________________________________________________________________

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5. **Re-visit the Preview again:** *Breakfast is the MOST important meal of the day.* Has your opinion changed? OR do you have another reason for supporting your original response? Why or why not? Using one of the frames below, think about what you learned from the power point presentation and write your response on the lines. **Be sure to cite evidence from the powerpoint to support your opinion.**

- [ ] After this presentation, I am thinking....
- [ ] An interesting idea that came up during this presentation was...
- [ ] A new idea (or a new reason) that I was introduced to during this presentation was...
- [ ] As a result of this presentation, I have (have not) changed my opinion about whether or not breakfast is the MOST important meal of the day because...
Dialectical Journal for: “Thermic Effect of Food” from *Fat Chance* by Robert Lustig

Name: ______________________ Date: __________________

The excerpt, “Thermic Effect of Food,” explores why you should be sure to eat breakfast every day.

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Thermic Effect of Food (TEF)

You have to put energy in to get energy out. Chewing, moving food through the GI tract, absorbing, and processing food will burn some energy. TEF [the energy you burn to absorb, digest, and metabolize the food you eat] usually accounts for 10 percent (or 200 calories per day) of all energy burned.

Many obese children are not hungry when they awaken (in part because many of them had a big snack or meal just before bedtime), so their body’s degree of energy burning is not ratcheted up prior to their departure for school. This is one reason, among many, that eating breakfast is important for prevention and treatment of obesity, especially in children...

Not eating breakfast has many other disadvantages. It means not performing well on tasks because of distraction due to lack of food. Not eating breakfast means the stomach hormone ghrelin, which conveys the signal for hunger, is not suppressed throughout the morning.

Obese people rationalize not eating breakfast by saying that’s one less meal’s worth of calories. That couldn’t be further from the truth. Numerous studies show that people who skip breakfast eat more during the daylight hours, in part because ghrelin rises to high levels. This leads to overconsumption of calories at lunch, dinner, and prior to bedtime, all driving further obesity...

Another way to take advantage of TEF is to consume some form of protein at breakfast. Burning protein costs more energy than burning other foodstuffs. Protein does not stimulate insulin to the same extent as carbohydrates do, and increases satiety
better than other nutrients. So consuming some protein at breakfast is a smart and very defensible practice. People who eat veggie omelets at breakfast are way less hungry at lunchtime.
The article, *The Importance of Eating Breakfast*, explores why you should be sure to eat breakfast every day.

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The Importance of Breakfast

From: http://kidshealth.org/kid/stay_healthy/food/breakfast.html#

I. Why Do You Need Breakfast?

"Eat your breakfast. It's the most important meal of the day!" Why are parents always saying that? Well, imagine you're a car. After a long night of sleeping, your fuel tank is empty. Breakfast is the fuel that gets you going so you can hit the road.

II. What Should You Eat?

Any breakfast is better than no breakfast, but try not to have doughnuts or pastries all the time. They're high in calories, sugar, and fat. They also don't contain the nutrients a kid really needs. And if you have a doughnut for breakfast, you won't feel full for long.

Just like with other meals, try to eat a variety of foods, including:

- fruit
- vegetables
- grains (make at least half your grains whole grains)
- protein (meat, poultry, fish, eggs, dry beans, nuts, and seeds)
- dairy products (lowfat or fat-free milk, cheese, and yogurt)

III. Breakfast Ideas

First, the traditional ones:

- eggs
- French toast, waffles, or pancakes (try wheat or whole-grain varieties)
- cold cereal and milk
- hot cereal, such as oatmeal or cream of wheat (try some dried fruit or nuts on top)
- whole-grain toast, bagel, or English muffin with cheese
- yogurt with fruit or nuts
- fruit smoothie, such as a strawberry smoothie

And now some weird (but yummy) ones:

- banana dog (peanut butter, a banana, and raisins in a long whole-grain bun)
- breakfast taco (shredded cheese on a tortilla, folded in half and microwaved; top with salsa)
- country cottage cheese (apple butter mixed with cottage cheese)
- fruit and cream cheese sandwich (use strawberries or other fresh fruit)
- sandwich — grilled cheese, peanut butter and jelly, or another favorite
- leftovers (they’re not just for dinner anymore!)

IV. Skipping Breakfast

Some kids skip breakfast because they sleep too late or because they think it's a way to stay thin. But skipping breakfast doesn’t help people maintain a healthy weight. In fact, someone who skips breakfast tends to eat more calories throughout the day. If you find yourself skipping breakfast because you’re too rushed, try these quick breakfasts. They’re easy to grab on the way out the door or can be prepared the night before:
- single servings of whole-grain, low-sugar cereal
- yogurt
- fresh fruit
- whole-grain muffin
- trail mix of nuts, dried fruits, pretzels, crackers, and dry cereal

V. Need More Convincing?

Just in case you need more evidence that eating breakfast is the way to go, kids who don’t eat breakfast are less able to learn at school, get less iron (an important nutrient) in their diets, and are more likely to have a higher body mass index (BMI), which is a sign they may be overweight. On the other hand, kids who eat breakfast do better in school, are more likely to participate in physical activities, and tend to eat healthier overall. So tomorrow morning, don’t run out the door on an empty stomach. Fuel up with a healthy breakfast!
Breakfast Food Visuals - Advanced

Examine the Food Cards below. Cut them out and sort by Food Group on the Food Group Matrix.

<table>
<thead>
<tr>
<th>Spinach</th>
<th>Eggs</th>
<th>Milk</th>
<th>Bananas</th>
<th>Whole Wheat Bread</th>
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<tbody>
<tr>
<td>Oranges</td>
<td>Mushrooms</td>
<td>Oatmeal</td>
<td>Peanut Butter</td>
<td>Yogurt</td>
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<td>String Cheese</td>
<td>Sausages</td>
<td>Berries</td>
<td>Potatoes</td>
<td>Brown Rice</td>
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<td>Whole Wheat Pancakes</td>
<td>Cheese</td>
<td>Peppers</td>
<td>Melon</td>
<td>Beans</td>
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<td>Nuts</td>
<td>Pears</td>
<td>Cottage Cheese</td>
<td>Cereal</td>
<td>Carrots</td>
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Food Group Breakfast Foods - Advanced

Name: ___________________________ Date: ___________________________

Using the food cards from your picture sort, glue or write the names of 5 food cards from EACH Food Group in the chart below.

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Grains</th>
<th>Protein</th>
<th>Dairy</th>
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Healthy breakfasts combine foods from at least 3 food groups, with ONE of the food group foods being a **PROTEIN** food OR a **DAIRY** food. Having foods from different food groups ensures that you will get more of the nutrients that you need to be healthy. In the spaces below, create menus for a week of Healthy Breakfasts. Each breakfast should be made up of foods from at least 3 food groups and should contain either a **PROTEIN** food OR a **DAIRY** food OR foods from BOTH of these groups. Feel free to use the ideas from the Food Group Breakfast Food Matrix.

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<tr>
<th>Day</th>
<th>Menu</th>
<th>Food Groups Used in this Menu</th>
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<td>Sunday</td>
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</table>
Breakfast Around the World Information and Directions

Adapted from Eat Well and Keep Moving by Cheung et al and Hey Mom, What’s for Breakfast? http://www.econedlink.org/lessons/index.php?id=41&type=educator

Use the information below to complete the “Breakfast Around the World Matrix.” The maps have been provided for you in the first column on the matrix. In the second column, you will select the correct country name from Box A below. In the third column, write what you think might be an example of a “typical” breakfast of that country using the examples from Box B below.

**Box A**

<table>
<thead>
<tr>
<th>Countries</th>
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<tbody>
<tr>
<td>India</td>
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<td>Russia</td>
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<td>China</td>
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<tr>
<td>Italy</td>
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<tr>
<td>Argentina</td>
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</tbody>
</table>

**Box B**

**Typical Breakfasts From Around the World**

- submarino – a glass of steamed milk with a bittersweet chocolate bar melted into it.
- fresh rolls with chocolate butter spread; hot milk with a little coffee in it.
- cereal, milk, eggs, toast, and juice.
- rice, dried pork, soup, soybeans, vegetables, pickles and soybean juice.
- toast topped with either spaghetti, or baked beans and bacon.
- a variety of breads, blini, sausages, fried eggs and cucumber pickles.
- eggs, refried beans, tortillas, juice or coffee.
- flatbread, dumplings with coconut chutney, lentils and rice, yogurt.
- soup or stew, fish, yams, plantains, eggs, millet porridge.
Breakfast Around the World Information and Directions

Adapted from Eat Well and Keep Moving by Cheung et al and Hey Mom, What’s for Breakfast? http://www.econedlink.org/lessons/index.php?id=41&type=educator

Use the information below to complete the “Breakfast Around the World Matrix.” The maps have been provided for you in the first column on the matrix. In the second column, you will select the correct country name from Box A below. In the third column, write what you think might be an example of a “typical” breakfast of that country using examples from Box B below. In the fourth and final column of your matrix, identify which My Plate food groups are used in this “typical” breakfast. For example a breakfast of “rice, dried pork, soup, soybeans, vegetables, pickles and soybean juice,” would have food from the grain group (rice); food from the protein group (pork and soybeans) and foods from the vegetable group (soup, vegetables). Thus, the breakfast contains foods from at least 3 food groups.

Box A

<table>
<thead>
<tr>
<th>Countries</th>
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<tbody>
<tr>
<td>India</td>
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<td>Russia</td>
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<td>United States</td>
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<td>Argentina</td>
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</tbody>
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Box B

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- toast topped with either spaghetti, or baked beans and bacon.
- a variety of breads, blini, sausages, fried eggs and cucumber pickles.
- eggs, refried beans, tortillas, juice or coffee.
- flatbread, dumplings with coconut chutney, lentils and rice, yogurt.
- soup or stew, fish, yams, plantains, eggs, millet porridge.
<table>
<thead>
<tr>
<th>Map</th>
<th>Name of Country</th>
<th>“Typical” Breakfast Example</th>
<th>MyPlate Food Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Map 1" /></td>
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<td><img src="image5.png" alt="Map 5" /></td>
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</tbody>
</table>
Teacher Answer Sheet for Breakfats Around the World

Typical breakfasts would include:

Argentina – submarino – a glass of steamed milk with a bittersweet chocolate bar melted into it.

Italy – fresh rolls with chocolate butter spread; hot milk with a little coffee in it.

U.S. – Cereal, milk, eggs, toast and juice.

China – Rice, dried pork, pickles and soybean juice – with chopsticks

Australia – Toast topped with either spaghetti, or baked beans and bacon.

Russia – A variety of breads, blini, sausages, fried eggs and cucumber pickles.

Mexico – Eggs, refried beans, tortillas, juice or coffee.

India – Flatbread; dumplings with coconut chutney; lentils and rice; rice noodles with meat curry; yogurt.

Ghana – soup or stew; fish; yams; plantains; eggs; millet porridge
Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.
Breakfast Process Assignments-4-5

Use the notes you took from the Breakfast powerpoint and the information that you've learned in your study of the importance of breakfast, complete one of the activities below.

- Write a letter to your classmates (or younger students) encouraging them to eat a healthy breakfast every day.
- Write a letter to the OUSD Nutrition Services Department about a concern or an appreciation that you have regarding the OUSD Breakfast program.
- Create an illustrated B-R-E-A-K-F-A-S-T acrostic that teaches students (peers or younger) about the benefits of eating a healthy breakfast every day.
- Create an illustrated recipe book of fast, easy-to-prepare breakfast foods.
- Create a poem, song or cartoon about the importance of eating a healthy breakfast every day.
- Select additional texts to read about breakfast. Write an essay about breakfast incorporating the information that you learned in class with the additional information that you read on your own.
- Respond to a week of Nutrition Journal Prompts.
- Create a Nutrition Interactive Journal using notes from the material that you learned in class and process assignments that illustrate the notes.
- Healthy vs. Not-So-Healthy Breakasts. Encourage students to identify which are which on handout (in Handout section). Invite them to re-vise the Not-So-Healthy Breakfast foods to be healthier.
### Nutrition Interactive Journal

**Left Side**

The left journal side demonstrates your understanding of the information from the right side page. You work with the input, and INTERACT with the information in creative, unique and individual ways. The left side helps focus your attention and guides your learning of the nutrition content and concepts.

**What goes on the left side?**

**Output goes on the left side!**
- Every left side page gets used!
- Always use color and organize information
- Color and organization helps the brain learn

**What could go on the left side?**
- Brainstorming
- Concept maps
- Pictures
- Diagrams
- Flow charts
- Poems
- Worksheets
- Mind maps
- Venn diagrams
- Drawings/sketches/cartoons
- Writing prompts
- Self-reflections
- Songs

---

**Right Side**

Nutrition interactive journals are used to help you learn and remember important nutrition concepts. Why do they work? This journal style uses both right and left-brain hemispheres to help you sort, categorize, remember, and creatively interact with the new knowledge you are gaining.

**What goes on the right side?**

**Input goes on the right side!**
- Label the assignment
- Write the information from class

**Guidelines:**
- The right side of the journal has only odd numbered pages.
- The right side page is for writing down information that you are given in class (input).
- When the teacher gives instructions, oral information and/or content-specific information, you take notes on the right side.
- When you take book notes, presentation notes, or video notes, they go on the right side.
- In-class activities go on the right side.
- Any other type of INPUT you get in class goes on the right side.

---

**Student Objective**

- After sufficient practice, students who keep interactive journals should be able to:
- Increase their understanding of nutrition concepts
- Use writing as a process of discovery
- Improve their ability to organize ideas and information
- Recognize the connections between thinking and writing
- Write more freely, more comfortably, and more often.

Adapted from Dara Williams Rossi, SCE 5308, 2004
During Good Nutrition Month, (March 2013) help students learn about healthy eating through a balanced diet of daily journal prompts!

1. Why do we need to have balanced diets?
2. How will eating healthily now affect your body in the future?
3. What do you think of when you think about healthy foods?
4. How will you celebrate Good Nutrition Month (March 2013)?
5. Is there anything about nutrition that you would like to learn more about? Describe.
6. How could you eat more healthily?
7. Why do our bodies need nutrition?
8. How can people with little access to food be properly nourished?
9. Do you ever cook with your family? Describe.
10. Describe a day of your normal meals.
11. How do you feel after eating a healthy meal?
12. If you could make your own balanced diet, what would it include? Why?
13. What is your favorite healthy food? Why?
14. If you were a fruit, which one would you be? Why?
15. How much water do you drink each day?
16. How do you feel when you think of animals as food?
17. Do you prefer fruit or vegetables? Why?
18. Could you ever be a vegetarian? Why or why not?
19. How does a person’s diet affect his or her overall health?
20. What is your favorite food group? Why?
21. Are diet and exercise both important? Is one more important than the other? Defend your position.
22. Does your family have any special dietary rules? Describe.
23. What are some of your favorite healthy snacks? Describe.
24. Do you have a balanced diet? Describe.
25. Write a poem about the food groups.
26. What tips for healthy eating would you give to someone interested in changing his or her diet?
27. When is it okay to have treats? Why?
28. How often do you eat during the day?
29. Record everything you eat for a week. What do you notice about your eating habits?
30. Are there any foods you eat just because they are healthy? Describe.
31. How does nutrition influence wellness?
32. Do you eat until you’re full or until your plate is clear? Why?
33. Should anything in your normal diet change? Describe.
34. What do you do when you encounter foods you don’t like?
35. Do you get to choose what you eat, or do your parents determine your meals? Why?
36. What do you think of MyPlate?
37. How can you encourage your family to honor Good Nutrition Month?
38. If you had to eat fruit or vegetables every day for the rest of your life, which would you choose? Why?
39. How can you inject more color into your diet?
40. Write a poem about the importance of eating healthily.
41. Why doesn’t junk food grow on trees?
42. Would you rather be a vegetarian or a vegan? Why?
43. What is your favorite meal? Why?
44. How often do you eat meat? Why?
45. How do you feel when you eat too many sweets? Why?
46. How do Americans eat differently than people in other countries?
47. Why is hydration important?
49. Why are processed foods unhealthy?
50. Do you know of any alternate ways to get nutrients? Describe.
51. Why do you want to eat healthily?
52. What are five ways you could improve your overall diet?
53. What have you learned from Good Nutrition Month?

Just as students need balanced diets to keep their bodies healthy, they also need to study a full range of subjects in order to improve their minds. Journaling is a beneficial practice for both young and old students, as it provides them with a healthy outlet for thoughts and emotions that might otherwise go unexpressed. A student’s journal is a safe place for him or her to explore ideas and articulate thoughts without judgment.
Why Breakfast Is the Most Important Meal of the Day

Kids Need Their Morning Meal
While adults need to eat breakfast each day to perform their best, kids need it even more. Their growing bodies and developing brains rely heavily on the regular intake of food. When kids skip breakfast, they can end up going for long periods of time without food and this period of semi-starvation can create a lot of physical, intellectual, and behavioral problems for them.

A Good Investment
If you and your kids regularly skip breakfast in the interest of saving time, calories, or getting a few more minutes of sleep, remember that eating a wholesome, nutritious morning meal will probably save you time in the long run. By recharging the brain and body, you’ll be more efficient in just about everything you do. Interestingly, studies show that kids who skip breakfast are tardy and absent from school more often than children who eat breakfast on a regular basis. Preparing a good breakfast can be as quick and easy as splashing some milk over cereal. Time invested in breakfast is much more valuable than the few extra minutes of sleep you might get by bypassing the morning meal. If you and your kids seem unable to make time for breakfast, consider enrolling your children in a school breakfast program, if possible, or pack a breakfast brown-bag or smoothie the night before that can be eaten on the way to school and work.

Break the Fast to Shed the Pounds
Some people skip breakfast in an effort to lose weight, but the practice is more likely to cause weight gain than weight loss. Skipping breakfast is strongly linked to the development of obesity. Studies show that overweight and obese children, adolescents, and adults are less likely to break the fast each morning than their thinner counterparts.

According to research, skipping meals, especially breakfast, can actually make weight control more difficult. Breakfast skippers tend to eat more food than usual at the next meal or nibble on high-calorie snacks to stave off hunger. Several studies suggest that people tend to accumulate more body fat when they eat fewer, larger meals than when they eat the same number of calories in smaller, more frequent meals. To teens, especially teenage girls, skipping breakfast may seem like a perfectly logical way to cut down on calories and lose weight. It’s important for parents and guardians to educate their kids about the importance of the morning meal and the role it plays in maintaining good health and preventing obesity.

From: www.webmd.com
Assessing the Benefits of Breakfast
The Most Important Meal

By Peter Jaret
WebMD Feature
Reviewed by Charlotte E. Grayson Mathis, MD

Are you too busy for breakfast? You're not alone. In the rush to get the kids to school or ourselves to work, plenty of us skip breakfast. Or we grab a cup of coffee and a pastry, and call that a meal.

Unfortunately, we may be giving up a lot more than just breakfast, several studies suggest. In findings published in the April 1999 Journal of the American College of Nutrition, researchers looked at what 1,108 French volunteers served up for their morning repast. People who ate a hearty breakfast containing more than one-quarter of their daily calories -- usually in the form of a ready-to-eat breakfast cereal -- consumed less fat and more carbohydrates during the day than people who skimped on food in the morning. Breakfast eaters had a higher intake of essential vitamins and minerals. Plus they generally had lower serum cholesterol levels, which are associated with reduced danger of heart disease.

Better physical health isn't the only payoff. A study of 262 volunteers reported in the November 1999 issue of the International Journal of Food Science and Nutrition found that people who consumed breakfast cereal every day reported feeling better both physically and mentally than those who rarely poured a bowl of flakes.

Sit down to a healthy breakfast and -- who knows? -- you might even add years to your life. Researchers from the Georgia Centenarian Study recently reported that people who reach the ripe old age of 100 tend to consume breakfast more regularly than those who skip the first meal of the day.

What makes breakfast so important? Nutritionists say there are at least four good reasons why a healthy diet should begin with a solid breakfast:

High fives: By eating a nutritious breakfast -- one that includes at least one serving of fruit -- you better your chances of reaching the recommended five servings of fruits and vegetables a day, surveys show. "People who skip breakfast generally fall short on the recommended servings, especially of fruit," says Gloria Stables, who directs the National Cancer Institute's "five-a-day" program. "If you don't get started with your first meal of the day, it's awfully hard for most people to catch up later." Hitting the high-five mark is important. Dozens of studies have shown that people who eat plenty of fruit (and vegetables) generally have a lower risk of heart disease, cancer, and other chronic diseases. What's more, orange juice, which is practically synonymous with a healthy breakfast, may have special health-giving powers, and not only because it's loaded with vitamin C. In a study published in the American Journal of Clinical Nutrition in November 2000, researchers found that a glass of O.J. every day boosts "good" HDL cholesterol, which helps keep arteries from getting clogged. The FDA gave juice makers a green light to label orange juice as a good source of potassium, a nutrient that has been shown to lower the risk of high blood pressure and stroke.

- A bowl of fortification: Start your day with a bowl of breakfast cereal, and you're more likely to get all the nutrients you need. That's because most cereals these days are fortified with an array of important vitamins and minerals, including folic acid, which helps prevent birth defects and has been linked to lower risk of heart disease and colon cancer.

- A head start on fiber: The best breakfast cereals are rich in fiber, something most of us don't get enough of. Experts say we need 25 to 30 grams of fiber a day to be our healthiest. The average American consumes only 13 grams, a shortfall that may put us at unnecessary risk of heart disease. In a study
published in the *American Journal of Clinical Nutrition* in September 1999, Harvard University scientists found that women who ate 23 grams of fiber a day -- mostly from cereal -- were 23% less likely to have heart attacks than those who consumed only 11 grams. In men, a high-fiber diet slashed the chances of a heart attack by 36%. Even people who follow a low-fat, high-cholesterol diet stand to benefit from adding more fiber. In 1993, researchers at the University of Toronto studied 43 healthy men and women with elevated cholesterol levels who had been following the National Cholesterol Education Program's "Step 2" diet. When the volunteers switched to a similar low-fat diet but one that was very high in soluble fiber -- between 50 and 60 grams a day -- their total and LDL cholesterol levels fell by an additional 4.9% and 4.8%.

- **Filling up instead of out:** Finally, if you're trying to drop a few pounds, sitting down to a healthy, high-fiber breakfast could be the key to success. In a study published in the Oct. 27, 1999, issue of *The Journal of the American Medical Association*, researchers followed 2,909 men and women over the course of 10 years and found that people who ate a high-fiber diet were less likely than those who fell short on fiber to gain weight. Among African Americans, the average weight of people in the low-fiber group was 185.6 pounds, compared to 177.6 pounds among those who consumed the most fiber -- a difference of 5%. Among whites, those on a low-fiber diet averaged 174.8 pounds, compared to only 166.7 among fiber eaters. One reason may be that high-fiber foods fill you up on fewer calories. Fiber also slows the digestive process, which in turn wards off hunger pangs later. That's especially important in the morning. In a recent study, volunteers were asked to begin their day with either a bowl of cornflakes (which are relatively low in fiber) or a bowl of oatmeal (which is loaded with it). Three hours later, both groups were invited to help themselves to a nutritional shake. Those who helped themselves to oatmeal for breakfast consumed 40% less.

If you can't find time for breakfast, consider setting your alarm clock 15 minutes earlier. Then follow two simple rules. First, make sure breakfast includes at least one, preferably two, servings of fruit. Next, help yourself to high-fiber foods like toasted whole grain bread, high-fiber breakfast cereal, or oatmeal. That's all you need to be well on your way to a daily helping of good health.

Peter Jarot is a freelance writer in Petaluma, Calif., who has written for *Health, Hippocrates*, and many other national publications.
The Impact of Eating Breakfast on Longevity

Eat Breakfast Regularly

Many people reading the Alameda County study are surprised to find "eating breakfast" included in a list of seven of the most important longevity factors. Eating breakfast in and of itself increases longevity. In some of the original data it was found that men who ate breakfast and did not eat between meals had less than half the risk of death of men who skipped breakfast and snacked. Another more recent analysis of the Alameda County study data focused particularly on individuals in the 60 to 94 year old range. Those who did not eat breakfast regularly had a 50 percent increased risk of death compared to the regular breakfast eaters. Remarkably, in this group of older Americans, long life was as dependent on eating a good breakfast as it was on not smoking and getting regular physical exercise.

Despite these facts (and what their mothers likely told them), most people give a variety of reasons for not eating breakfast. A common reason is that they are not hungry in the morning, which is the usual result of eating a full meal in the evening. A lighter evening meal will tend to solve the problem. Better yet, if you have the resolve, try eating no supper for a week. By the end of the week you will likely be hungry for a good breakfast. You might also find that you are sleeping more soundly, even though you may go to bed hungry for a few nights until your body adjusts. With a little planning, breakfasts are usually easier to prepare than lunch or supper. Be creative with your use of grains and be sure to have several servings of fresh fruit.

Eating Breakfast Helps to Prevent Weight Gain

Another reason given for skipping breakfast is to keep from gaining weight. Some reason that because they were not hungry in the morning, skipping breakfast would help them eat fewer calories during the day and would thus favor weight loss. This is a myth. The truth is that eating a good breakfast should be part of any weight loss program.

Years ago Dr. Charles Cupp proposed that weight gain is the result of inappropriate timing of food intake in relation to the evening sleep time. During a medical practice that spanned a remarkable seven decades, Cupp instructed hundreds of patients on his novel approach to weight control. Overweight patients were instructed to change their meal pattern from a heavy meal and snacks in the evening to a heavy morning meal, a moderate lunch, and a light supper. They were to eat their last meal ideally at noon but by no means later than 3:00 p.m., and they were instructed not to go to sleep for at least eight and a half hours after the last intake of food. Of significance, they were not asked to change their food choices nor the amount of calories they ate. Intrigued researchers in the Department of Nutrition at Tulane University’s School of Public Health analyzed the records of 595 of Cupp’s overweight patients. The results of their study are shown in Figure 7: Lose Weight by Changing Meal Timing. This evidence and numerous other studies indicate that eating breakfast regularly should be part of any serious weight reduction program. Note that some additional benefits accrued from eating breakfast: improved blood hemoglobin level, reduced blood sugar, and improved thyroid function.

The types of foods typically eaten at breakfast may also contribute to the importance of the morning meal for weight control. In the U.S. culture the evening meal traditionally features a fat-rich fare based on animal products, and breakfast is often centered around fruits and grains with their associated complex carbohydrates. This becomes important when we recognize that weight gain is often related to getting too many calories from fat rather than from complex carbohydrates. In the research lab, animals on a high fat diet gain more weight than their peers on a low-fat regimen—even when both groups eat the same number of calories each day.

Breakfast and Heart Attacks

Eating breakfast has been found to have yet another benefit. Adults may be able to reduce their risk of heart attacks by eating breakfast regularly. Platelets, the body’s blood clotting cells, become “stickier” in the morning before breakfast. This increases the tendency for a blood clot to form during the morning hours. If such a clot occurs in a heart blood vessel, a heart attack can result. As expected from this physiology, most heart attacks occur between 7 AM and 12 noon. Eating breakfast can help the platelets to become less sticky and thus decrease the risk of morning heart attacks. The impact of these relationships is illustrated in Figure 8: Eating Breakfast Reduces the Risk of Heart Attacks.

Breakfast Helps Our Mental Capability
There are additional benefits from eating a good breakfast beyond longevity. In August of 1995, the Pediatrics Department at the University of California at Davis hosted a number of psychologists, neuroscientists, nutritionists, and physiologists to review the scientific studies on breakfast. The researchers concluded that the "eating of breakfast is important to learning, memory, and physical well-being in both children and adults." 13 Good breakfast habits are essential for maximum efficiency, both mental and physical, particularly during the late morning hours. Breakfast eaters demonstrate better attitudes and improved scholastic performance. A more complete listing of the benefits enjoyed by breakfast-eating are listed in Figure 9: Advantages of Eating Breakfast. 14

Note: all figures and footnote references (as denoted in parenthesis) are available in the text of Dr. Nedley's book Proof Positive.

Copyright 2009, Neil Nedley, M.D.
Healthy Versus Not-So-Healthy Breakfasts
Adapted from The Monster Health Book by Edward Miller

Name: ______________________________ Date: ________________

Read the breakfast choices below. If you think the breakfast is a "Healthy" option that would help you start the day off right, mark an "H" on the line before the breakfast choice. If you think the breakfast is a "Not-So-Healthy" option, mark an "N" on the line before the breakfast choice.

_____ 1. Egg omelet with vegetables and orange juice or grapefruit juice.
_____ 2. Low-fat plain yogurt with fruit.
_____ 3. Juice drinks or soda.
_____ 4. Bacon and sausage.
_____ 5. Oatmeal, skim milk, and fruit.
_____ 6. Fried potatoes, French fries, and hash browns.
_____ 7. Donuts, cookies, cakes, and pastries.
_____ 8. French toast made with whole grain bread with fruit and maple syrup.
_____ 10. French toast, pancakes, and waffles with butter, syrup, or whipped cream.
_____ 11. Whole grain toast with peanut butter and a piece of fruit.
_____ 12. White toast with butter and jelly.
_____ 13. Pancakes made with whole grain flour with blueberries.
Healthy Versus Not-So-Healthy Breakfasts—Teacher Version
Adapted from The Monster Health Book by Edward Miller

Name: _______________________________ Date: __________________

Read the breakfast choices below. If you think the breakfast is a "Healthy" option that would help you start the day off right, mark an "H" on the line before the breakfast choice. If you think the breakfast is a "Not-So-Healthy" option, mark an "N" on the line before the breakfast choice.

___H___ 1. Egg omelet with vegetables and orange juice or grapefruit juice.

___H___ 2. Low-fat plain yogurt with fruit.

___N___ 3. Juice drinks or soda.

___N___ 4. Bacon and sausage.

___H___ 5. Oatmeal, skim milk, and fruit.

___N___ 6. Fried potatoes, French fries, and hash browns.

___N___ 7. Donuts, cookies, cakes, and pastries.

___H___ 8. French toast made with whole grain bread with fruit and maple syrup.


___N___ 10. French toast, pancakes, and waffles with butter, syrup, or whipped cream.

___H___ 11. Whole grain toast with peanut butter and a piece of fruit.

___N___ 12. White toast with butter and jelly.

___H___ 13. Pancakes made with whole grain flour with blueberries.
Breakfast Health Goal

Name: ___________________________ Date: __________________

1. Below list the advice you would give to other students your age about eating a healthy breakfast:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. One Breakfast Health Goal that I would like to practice for the next week is:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

3. This Breakfast Health Goal is important to me because:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

At the end of the week, evaluate your success in practicing your Breakfast Health Goal.

4. Using a scale of 1-5, rate yourself on how successful you were in practicing your Breakfast Health Goal. 5 = Very Successful; 1 = Not Successful. Write that number down on the form below and then complete the statement that explains your rating.

I would give myself a ____________ as a rating for how successful I was in practicing my Breakfast Health Goal.

I gave myself this rating because ______________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________