

LESSON 3: POWER UP FOR BREAKFAST

Overview

Research has shown that classroom attention, attendance and achievement improve when students eat breakfast. When students are hungry, their time-on-task is reduced and their scores on tests and other performance outcomes are lower. Hungry students also find it difficult to concentrate and often exhibit unacceptable behaviors that require more disciplinary intervention by teachers.

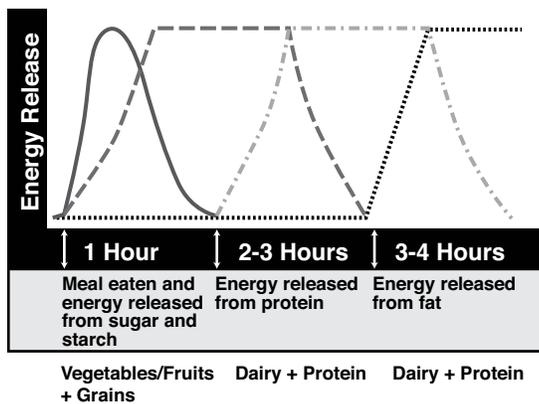
A healthy breakfast—one that contains protein, carbohydrate and fat—provides the first fuel of the day for our bodies and a sustained release of energy, delaying hunger for several hours. But, as students will learn by watching the Lesson 3: *What's for Breakfast* video, a person's choice of breakfast foods is just as critical as the choice to eat breakfast at all. The video shows the direct connection between breakfast and achievement.

Nutrition Facts

- A breakfast is considered balanced if it contains “3 out of 5” of the following food groupings:
 - Grains (complex carbohydrates that are used by the body more slowly)
 - Vegetables OR Fruits (simpler carbohydrates that supply quick energy)
 - Dairy OR Protein (protein and fat, for sustained energy release and to promote satiety)

A breakfast comprised of these food groups will have the macronutrients—protein, fat and carbohydrates—to provide for sustained energy release throughout the morning.

- The combination of foods in this “3 out of 5” model contains simple and complex carbohydrates, protein and fat, which releases energy for several hours, leading to less short-term hunger. See the chart below.



- Hunger is not a socioeconomic issue. Any student who skips or has no access to breakfast can suffer learning and health deficits. Families do not eat together as often for breakfast as they do for other meals, and children are often left to eat alone. School breakfast is the best option to provide students a balanced meal every school morning.

- The consequences of skipping breakfast or of having a breakfast that is not balanced can include:
 - Physical symptoms
 - a. Stomach ache, headache
 - b. Lacking energy to participate in physical activities
 - c. Inability to concentrate, sleepiness, fatigue
 - Psychological symptoms
 - a. Anger and hostility
 - b. Restlessness, fidgety, unacceptable behaviors
 - c. Anxiety, nervousness, confusion

Student Objectives

1. Explain the importance of eating a balanced breakfast every day.
2. Evaluate their personal breakfast choices.
3. Create a plan to improve their daily breakfast choices.
4. Select healthy food choices, per the “3 out of 5” model, outside of the home.

Level of Cognition

Objective 1: Comprehension

Objective 2: Evaluation

Objective 3: Synthesis

Objective 4: Application

Materials

Student Workbooks

Pencil

8 – 12 Pieces of White Construction Paper

Exercise Your Options DVD

Lesson 3: *What's for Breakfast* Video

PowerPoint Presentation

Additional resources available on your login page at HealthyEating.org.

Preparation

1. Review the “3 out of 5” model for a healthy breakfast.
2. Gather materials.
3. Prepare 6 sets of construction paper—label half with a marker, “True”; label the other half, “False.”
4. Set up PowerPoint presentation.

Length of Lesson: 45 – 50 minutes

Anticipatory Set

1. Introduce the lesson.

- Utilize the PowerPoint presentation to introduce the program.
- Tell students that this lesson will help them learn why eating breakfast is such an important thing to do every day.
 - Take a quick class poll to learn how many students ate breakfast this morning and how many did not. Of those who ate breakfast, what did they have and why? Did their breakfast contain food-group foods, “extra” foods (e.g., doughnut, fruit roll) or both? Did they or a parent prepare their breakfast, did they eat at school, or did they buy something to eat on the way to school? Do they eat the same foods on most days or do they vary their breakfast foods each day?

2. Have students watch the Lesson 3: *What’s for Breakfast* video.

- Direct students to pay particular attention to the breakfast choices of each of the three students as they watch the video.
- Review the summary below with students after showing the video.

Lesson 3: *What’s for Breakfast* Video Summary

Plot: Three students take a school test in the morning and experience the direct physical effects of their breakfast choices.

- Drew’s toaster-pastry breakfast gave him a quick surge of energy, but soon after, left him feeling sleepy and unable to concentrate.
- Megan skipped breakfast altogether, leaving her with a headache and unable to focus on the test, even though she had studied the night before and felt prepared.
- Gabe’s brain and body were both well-fueled for school because he ate one serving from each of three food groups, the “3 out of 5” model: waffle (Grains), topped with strawberries (Fruits) and yogurt (Dairy).

3. Discuss the Lesson 3: *What’s for Breakfast* video.

- Ask students to summarize aloud the video’s main plot, and then summarize the main health concepts that were dramatized by the students and addressed by the Expert.

The Expert Summarizes:

- A healthy breakfast includes foods from the “3 out of 5” model. These provide a steady release of energy all morning so that you don’t get hungry;
- High-sugar breakfasts, like Drew’s, provide a quick surge of energy, then a quick drop of energy, leaving you feeling hungry and tired;
- Students who eat breakfast learn better, are more attentive and score better on tests.

Step-by-Step Procedures With Guided Practice

1. Discuss healthy breakfast options.

- Help students understand that by eating foods from three of the five food groups, their bodies are getting the necessary combination of carbohydrate, protein and fat that they need to provide a steady release of energy all morning. The combination of foods that provides this balance is called the “3 out of 5” model:
 - Grains
 - Vegetables OR Fruits
 - Dairy OR Protein
- Tell students that a healthy breakfast does not have to include only “typical” breakfast foods, such as cereal or toast. In fact, they can have fun mixing and matching all sorts of foods. Share some examples of typical healthy breakfasts and have students evaluate each one to identify the food groups contained in each.
- Reinforce the importance of “fueling up” each morning so that they have sufficient energy to sustain them through physical activities and classroom learning.
- Tell students that skipping breakfast is actually bad for their bones! Students who skip breakfast don’t get enough calcium and fiber in their diets, which leaves them at a greater risk for osteoporosis, the bone-thinning disease they learned about in Lesson 1, *Food-Group Experts*. (See *More for Teachers* on the DVD or on your login page at HealthyEating.org.)

2. Have students record and evaluate their own breakfasts (Page 10).

- Have students read the directions and then complete Page 10 in their workbooks. They are to record their breakfast foods and beverages, evaluate them and then write ways they might improve their choices tomorrow.

3. Review and discuss breakfast records (Page 10).

- Have volunteers share aloud some of their breakfast choices and their ideas for improving them.
- Check to be sure that the students' plans for improving their breakfast meals follow the "3 out of 5" model.

Check for Understanding

1. Divide students into four to six teams (approximately six students each).
 - Ask each team to select a student who will serve as the team spokesperson.
2. Hand each team spokesperson two pieces of construction paper—one labeled "True"; one labeled "False."
3. Explain to students that you will pose the following seven questions to all of the groups. One point will be awarded to each team who responds with the correct answer.
 - Question 1: Students who eat breakfast feel better, but tend to be less attentive and more distracted in class. *(False: Students would be more attentive and able to concentrate better.)*
 - Question 2: Breakfast gives you the energy you need to get through a morning of learning. *(True)*
 - Question 3: A healthy breakfast, according to the "3 out of 5" model, contains foods from each of the following:
 - Dairy OR Grains
 - Vegetables OR Fruits
 - Protein*(False: Grains are one of the groups; Dairy OR Protein are a second grouping.)*
 - Question 4: The macronutrients that the "3 out of 5" model provides are: protein, fat and carbohydrate. *(True)*
 - Question 5: The following breakfast meets the "3 out of 5" model:
 - Fresh sliced melon
 - Poppyseed bagel with jam
 - Carton of low-fat yogurt*(True)*
 - Question 6: The following breakfast meets the "3 out of 5" model:
 - Tomato juice
 - Scrambled eggs
 - Glass of low-fat milk*(False: There is no food from the Grains group.)*

Lesson 3
POWER UP FOR BREAKFAST

VIDEO
 What's for Breakfast?

You've learned why breakfast is important and what combination of foods make a healthy breakfast. Write what you ate for breakfast this morning.

Food or Drink	Food Group
Answers will vary	

A balanced breakfast includes one food from each of the three groupings below—this is called the "3 out of 5" model.
 Group #1—Grains
 Group #2—Vegetables OR Fruits
 Group #3—Dairy OR Protein

My breakfast included: Evaluate whether or not you had a healthy breakfast by checking (✓) Yes or No next to each statement:	Yes	No
Foods from all food-group categories using the "3 out of 5" model: • Grains • Vegetables OR Fruits • Dairy OR Protein		
Foods that were filled with nutrients to give my body a steady stream of energy all morning.		
Foods that were not filled with a lot of added sugar or fat.		

Did you answer NO to any of the statements? How could you change your breakfast tomorrow morning so that your checklist is filled with only YES answers?
 Tomorrow, I can exercise healthier breakfast options if I eat:

Food or Drink	Food Group

FOOD FOR THOUGHT

If you had to choose breakfast at a convenience store or a fast-food restaurant, what would you choose to order and why?

Answers will vary

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- Question 7: A breakfast filled with sugary foods (e.g., doughnuts, fruit rolls, soda) causes blood sugar and energy levels to rise rapidly and then fall rapidly, causing you to feel hungry. (*True*)
4. Tally the votes and announce a winning team!
 5. If there is a tie, have a showdown with the following challenge below.
 - Create a “3 out of 5” breakfast.

Assessment

1. Have students respond to the Food for Thought writing prompt (Page 10).
 - Have students write their responses at the bottom of Page 10: “If you had to choose breakfast at a convenience store or a fast-food restaurant, what would you choose to order and why?”
 - Have some volunteers share aloud some of their planned methods for selecting healthy breakfast foods away from home. Did they meet a “3 out of 5” model? Were they conscious of avoiding high-sugar breakfast choices?

