

Start Right With Breakfast



Lesson Components

Students will explore a variety of sources on these topics:

DIGITAL ACTIVITIES

- *Start Smart With Breakfast* video
- *Breakfast Around the World* digital interactive

WORKSHEETS

- **Quiz: What Does Your Breakfast Say About You?** Worksheet (p. 10)
- **Breakfast Explorer** Worksheet (p. 11)
- MyPlate Worksheet (p. 12)

INFORMATIONAL TEXT ARTICLES:

- *Healthy Eating with MyPlate*
- *Breakfast Around the World*

READING ASSESSMENTS:

A three-page reading comprehension assessment follows each informational text article. Using a variety of question types, the assessment measures reading comprehension and mastery of common core skills.

EXTENSION ACTIVITIES:

Additional group project ideas to extend learning beyond the lesson.

READING ACTIVITIES:

Ideas to enhance reading instruction in the lesson.

DIGITAL BADGES:

Motivate students to complete tasks and adopt healthy habits with badges that recognize individual student achievement.

Lesson Overview

In this lesson, students will explore why eating breakfast matters, what constitutes a balanced breakfast, and how MyPlate can help them make healthy eating choices. Students will then be able to use their learning from these activities to increase the number of days they eat healthy breakfast foods.

TIME REQUIRED:

Three sessions of 60 minutes, with a short warm up and wrap up

SUPPLIES:

- Classroom projector
- Computers or tablets with internet access

SUBJECT CONNECTIONS:

English Language Arts and Health

Lesson Structure

The *Start Right With Breakfast* lesson is divided into three sessions, each approximately 60 minutes long. Each session is created like a “menu,” allowing you to pick and choose from a variety of learning activities that engage all learners and learning styles.

1. The first session hooks students in with the *Start Smart With Breakfast* video that looks at why breakfast is important. Students examine their eating patterns and take a fun quiz to learn what their breakfast choices reveal about their breakfast style.
2. The second session explores the informational text article, *Healthy Eating With MyPlate*. Students examine their eating habits and prepare digital slide presentations to share their findings.
3. The third session begins with the informational text article, *Breakfast Around the World* and uses the *Breakfast Around the World* digital interactive and **Breakfast Explorer** worksheet to help students compare breakfasts eaten in different countries.

Learning Objectives

Students will be able to:

- Describe the five food groups and explain how foods are grouped based on the nutrients they contain.
- Explain the benefits of eating a healthy breakfast.
- Describe different examples of a balanced breakfast.
- Identify small changes they can make to have a healthier breakfast.
- Examine how geography and culture influence what people eat for breakfast.

Enduring Understandings

- Eating a balanced breakfast helps give you the nutrients you need to grow and learn.
- Eating a well-balanced breakfast contributes to your daily food group needs.
- Many schools in the United States provide a convenient, quick, and healthy breakfast each day.

Essential Questions

- *What influences my breakfast choices?*
- *Why is it important to eat breakfast?*
- *What are the breakfast customs of people around the world?*
- *What is a healthy breakfast?*

Standards

Lesson plan activities are aligned with National Health Education Standards and International Society for Technology in Education Standards. The informational text articles and student assessments are aligned with national education standards (Common Core) for English Language Arts. Work with your school's English teacher on how they may be able to help reinforce health lessons using these articles.

Digital Badges

The **Fueling My Healthy Life** badges motivate students to learn and adopt healthy habits by recognizing students who demonstrate an understanding of the key learning objectives for each lesson.



CHALLENGE CHAMPION

Students accomplished their goal to make healthier food and/or beverage choices.



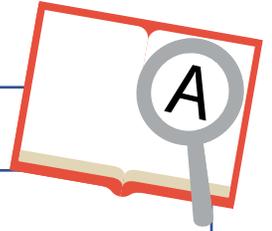
STAR ACHIEVER

Students used MyPlate as a guide to include at least three out of the five food groups at each meal.



SUPER SLEUTH

Students know how to identify foods and/or beverages that are low in added sugars, sodium, and/or saturated fats by reading the Nutrition Facts label.



KEY VOCABULARY

Added Sugars: Sugars and syrups that are added to foods or beverages when they are processed by food companies or prepared by you.

Climate: The average weather in a place over a long period.

Culture: The beliefs, customs, arts, and ways of life of a particular group.

Custom: A way of behaving that is usual among the people in a particular group.

Dairy Group: Cow and goat's milk and many foods made from milk are considered part of this food group. Calcium-fortified soymilk (soy beverage) is also part of the Dairy Group.

Dietary Fiber: A type of carbohydrate that the body cannot digest, but has many overall health benefits. Fiber keeps food moving through the digestive tract and helps a person feel full after eating.

Fortified: Containing nutrients that have been added to foods that do not naturally contain them, such as milk fortified with vitamin D.

Immune System: The system that helps protect your body from foreign substances, disease, and infection.

Locally Produced Foods: Foods that are grown, processed and then sold within a certain area.

Minerals: Nutrients such as calcium, potassium, magnesium, iron, and zinc; some regulate body processes while others become part of body tissues.

MyPlate: An icon developed by the United States Department of Agriculture that reminds Americans to choose a healthy plate at mealtime. The icon emphasizes the Fruits, Vegetables, Grains, Protein Foods, and Dairy food groups.

(See <http://www.choosemyplate.gov>)

Nutrients: The substances found in food that nourish your body.

Nutritious: Food provides the energy and nutrients you need to be healthy. Nutrients include proteins, carbohydrates, fats, vitamins, minerals, and water.

Refined Grains: Grains that contain only the endosperm because they have been milled, which removes the bran and germ, and important nutrients. Examples of refined grains include white flour, white bread, and white rice.

Region: A part of a country that is different or separate from other parts in terms of climate, geography, or some other definable way.

Sodium: A mineral generally present in the form of salt (sodium) that your body needs in small amounts to work properly. A diet that is too high in sodium may raise the risk of high blood pressure.

Saturated Fat: Fats that are usually solid at room temperature. The amount of saturated fat in a food is shown on the Nutrition Facts Label, which is located on the food package. Eating too much saturated fat can raise blood cholesterol levels and increase the risk of heart disease.

Vegetarian: A vegetarian diet focuses on plants for food. These include fruits, vegetables, dried beans and peas, grains, seeds, and nuts.

Vitamins: Substances found in foods that the body needs to grow and stay healthy.

Whole Grains: Grains that contain the entire grain kernel — the bran, germ, and endosperm — and therefore have more nutrients than refined grains.

SESSION 1

Warm Up (10 minutes)

- 1. THINK-PAIR-SHARE:** Ask students to turn to a partner and discuss: *What influences my breakfast choices? How do I decide if and what to eat for breakfast?* Then ask for volunteers to report back to the whole group and record key ideas from student responses on a whiteboard or chart paper. Students may be tempted to simply say, *“I don't eat breakfast because I don't have time.”* Prompt them to think about the whole range of influences on their breakfast choices: personal preferences, social influences like peer pressure, family and cultural influences, structural constraints like when school starts and when they have to leave the house, environmental factors like passing a fast food restaurant on the way to school, or having access to school breakfast.
- 2. OPTIONAL:** Create *“If... Then...”* statements from the brainstorm as a way to summarize key themes. For example, *“If my friends eat breakfast, then I eat breakfast too”* or *“If I wake up late, then I don't have time to make breakfast.”*

Breakfast and My Body (50 minutes)

1. DISCUSS: Breakfast Myths (10 minutes)

Conduct a “Human Barometer” activity to explore students’ attitudes about breakfast. In this activity, students take a stance on a topic by walking to the side of the room that matches how they feel about a statement. Label one side of the room “Agree” and the other side “Disagree.” Ask students to gather in the center of the room, read the statements on the **Breakfast Myths Guide (p. 9)**, and instruct them to walk to the side of the room that represents their opinion. Choose a volunteer or two from each side to explain their point of view before moving on to the next statement.

2. WATCH: Start Smart with Breakfast video (10 minutes)

The video serves as an introduction to the entire lesson by showing students why eating a healthy breakfast is important, and providing quick, easy, and budget-friendly breakfast ideas.

DISCUSS: *What does the video show us about the differences between nutritious and less nutritious breakfasts?*

3. INVESTIGATE: My Breakfast Style (30 minutes)

PREPARATION NOTE: *Before the activity, distribute the MyPlate Handout (p. 12) (or display the handout where students can see) and the Quiz: What Does Your Breakfast Say About You? Worksheet (p. 10).*

Students will use the **Quiz: What Does Your Breakfast Say About You?** Worksheet to examine their breakfasts habits and learn how to eat a balanced, nutrient-dense meal that includes three to five food groups. Assign students to write down the names of foods they eat for breakfast for a 5-day period and answer the quiz questions about their breakfast choices. Students can share their results with a partner. Award the **Super Star** badge to students who complete the assignment and show they know the importance of eating a balanced meal that includes at least three out of the five food groups.

DISCUSS: *Were you surprised by the quiz results? What kind of breakfast eater would you like to be? Why?*

SESSION 2

MyPlate and Balanced Breakfasts (60 minutes)

1. PRE-READING: Word Category (10 minutes)

Prepare in advance a poster or a slide (in a digital slideshow presentation) for the six following

words: "added sugars," "dietary fiber," "nutrients," "saturated fats," "sodium," and "vitamins." Each poster or slide should include the definition and a picture or drawing that explains each word. After introducing the new vocabulary words to the class, ask students to work with a partner to identify which words are related to healthy eating.

2. READ: *Healthy Eating With MyPlate* informational text article. **(30 minutes)**

Have students answer reading comprehension questions and then discuss as a group.

3. INVESTIGATE: Breakfast Slides (20 minutes)

Have students create a presentation slide using presentation software or an online presentation tool. The slide must include a drawing or photo of a breakfast meal they ate that week. Ask students to label which food groups they ate for breakfast. Invite each student to add the finished slide to a classroom slide deck. Then view the class breakfasts slideshow as a group. Award the **Super Star** badge to students who complete the assignment and show they know the importance of eating a balanced meal that includes at least three out of the five food groups.

DISCUSS: *How many food groups were included in each breakfast? How could you make their breakfast healthier? Do any of the breakfasts reflect a particular culture or custom?*

SESSION 3

Breakfast Around the World (60 minutes)

1. PRE-READING: Reading Predictions (5 minutes)

As a group, review the key vocabulary terms for this session: "climate," "region," "culture," and "custom." Then, ask students to predict what the reading will be about using the vocabulary words and title of the informational text article, ***Breakfast Around the World***, as clues.

2. READ: *Breakfast Around the World* informational text article. **(25 minutes)**

Have students answer reading comprehension questions and then discuss as a group.

EXPLORE: *Breakfast Around the World* digital interactive. **(15 minutes)**

Explore the interactive as a class or set students up on individual computers or tablets to work on their own. Students will examine breakfasts in different countries around the world and identify which food groups are present. The goal of the activity is to visit all eight countries. Once students have finished, discuss as a group: *Which meals looked the tastiest? If you could pick and choose foods from the different breakfasts, what would be your ideal breakfast? Does it include at least three food groups?* As an optional homework extension, consider assigning a deeper research project on one country's breakfast customs.

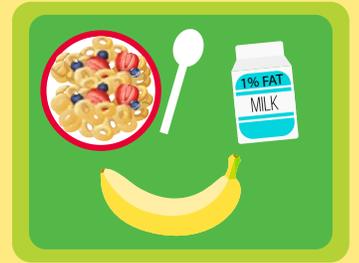
3. INVESTIGATE: Breakfast Exploration (15 minutes)

Distribute the ***MyPlate Handout (p. 12)*** (or display the handout where students can see) and the ***Breakfast Explorer Worksheet (p. 11)***. Have your class analyze one breakfast meal and compare the breakfast meal to one presented in the video or digital interactive. Allow students to work with a partner or in small groups to discuss their favorite meals and answer the questions. After they have completed the worksheet, ask students to share two ideas for making their breakfasts healthier. Then, ask students to set a personal breakfast goal. Award the **Challenge Champion** badge to recognize each student's achievement. See page 6 for a hands-on extension to this activity.

EXTENSION ACTIVITIES

Global Breakfast Talk

Use a **video conferencing tool to connect with a classroom in another part of the world**. Have students prepare questions in advance and draft responses to the questions as well. During the video conference, have students read the questions and then invite students to share their answers. Read about the International School Meals campaign and how other schools have connected with classrooms around the globe, in [Team Nutrition's Popular Events Booklet \(p. 40\)](#).



Breakfast Skits

Students will act out a skit showing how they would eat a healthy breakfast on a school day. Ask small groups of students to rehearse two scenes. The first scene shows a student skipping breakfast or choosing a less healthful breakfast. After each small group presents the first scene, the class discusses whether or not this is a common experience. Next, the group presents the second scene showing a positive outcome, a student enjoying a healthy breakfast. After the performances, have a whole group discussion. Begin by asking each group how they made healthier breakfast choices.



Breakfast Club

Students will create social media posts featuring their #MyPlateBreakfast (breakfast with healthy choices from at least three MyPlate food groups) to share their healthy breakfast ideas with other students on social media. Invite your School Nutrition Director to talk about healthy breakfast choices and bring a healthy breakfast for students to try. Seeing what peers eat for breakfast will provide students new ideas for healthy breakfasts while building a positive community around making healthy choices.



READING ACTIVITIES

Before reading...

Building Background Knowledge

Before reading, ask an anticipation question that connects the content to your students' personal experiences as a way to introduce new content, vocabulary, and themes. Students can journal or discuss with a partner a breakfast-themed prompt such as why they do or do not eat breakfast or what they like to eat for breakfast at home.



During Reading...

Model Reading

Select a passage to read aloud. At the end of each sentence, stop and pause for a moment. Model for students how to be an active reader by thinking aloud and sharing comments or questions about the sentence you read with the class. Then write your questions or comments on the board. Continue reading aloud. Give students an opportunity to write down any questions or comments they might have and share them with the class.

Word Study

Encourage students to keep a personal dictionary. Each entry should include the following information as seen below.

Word	Definition	In A Sentence	Analogy: Below is an Example
Nutrients	The substances found in food that nourish your body.	People need nutrients to live and grow.	Nutrients are like a car's spark plug or oil. Even with a full tank of fuel (like calories in the body), the car needs these other elements to run. Nutrients help the body put its fuel to use and run smoothly.

After Reading...

Formative Assessment

If the reading comprehension exercise is assigned for homework or completed at a different time, use an exit slip to quickly check for understanding of the reading. It takes a few minutes to complete and can help teachers identify struggling students and the areas in which to provide further explanation and clarity.

3-2-1 Exit Slip

Three important words from the reading: _____

Two facts I learned: _____

One question I have: _____

Education Standards

Common Core English Language Arts, Grades 6-8

- CCSS.ELA-LITERACY.RST.6-8.1:** Cite specific textual evidence to support analysis of science and technical texts.
- CCSS.ELA-LITERACY.RST.6-8.2:** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RST.6-8.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
- CCSS.ELA-LITERACY.RST.6-8.7:** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- CCSS.ELA-LITERACY.RST.6-8.9:** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- CCSS.ELA-LITERACY.RST.6-8.10:** By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

National Health Education Standards, Grades 6-8

- 1.8.1:** Analyze the relationship between healthy behaviors and personal health.
- 5.8.6:** Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7:** Analyze the outcomes of a health-related decision.
- 6.8.3:** Apply strategies and skills needed to attain a personal health goal.
- 7.8.2:** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 8.8.1:** State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2:** Demonstrate how to influence and support others to make positive health choices.
- HE1.8.16:** Explain the relationship between access to healthy foods and personal food choices.
- HE1.8.19:** Describe major chronic diseases and their relationship to what people eat and their physical activity level.
- HE1.8.20:** Analyze the benefits of healthy eating.
- HE5.8.2:** Determine when situations require a decision related to a healthy eating behavior.
- HE5.8.7:** Choose a healthy food or beverage alternative when making a decision related to healthy eating behaviors.
- HE6.8.1:** Assess personal eating practices.
- HE7.8.2:** Analyze personal practices, eating practices, and behaviors that reduce or prevent health risks.

International Society for Technology in Education Standards for Students

1. EMPOWERED LEARNER

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1D. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and can transfer their knowledge to explore emerging technologies.

3. KNOWLEDGE CONSTRUCTOR

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

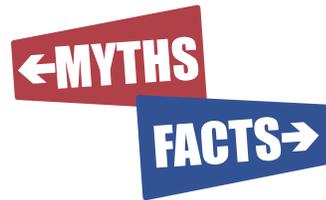
6. CREATIVE COMMUNICATOR

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

7. GLOBAL COLLABORATOR

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Breakfast Myths Guide



Conduct a “Human Barometer” activity exploring students’ attitudes about breakfast. Label one side of the room “Agree” and the other side “Disagree.” Ask students to gather in the center of the room, read the statements below, and instruct them to walk to the side of the room that represents their opinion. Choose a volunteer or two from each side to explain their point of view before moving on.



It is hard to find time to eat breakfast.
Agree or disagree.

→ There are many ways to eat a quick breakfast, as we’ll see in the video we’re going to watch next.



Eating breakfast helps me focus in class.
Agree or disagree.

→ Eating a balanced, nutritious breakfast can help you concentrate in class (it’s hard to pay attention when you’re hungry!).



Eating breakfast gives me energy to be active.
Agree or disagree.

→ Eating a balanced, nutrient-dense breakfast can help you have energy (which allows you to move and be active).



Breakfast is a good time to eat fruits and vegetables.
Agree or disagree.

→ Fruits and vegetables can be important components of a balanced breakfast. Most middle school students in the United States don’t eat enough fruits and vegetables, and breakfast provides a way to include more of these foods in your diet.

Quiz: What Does Your Breakfast Say About You?

What kind of breakfast eater are you? Write down all the foods you eat in the breakfast log below. Then check off which food groups were included in each meal.

Day 1	Day 2	Day 3	Day 4	Day 5
Food Groups: <input type="checkbox"/> Dairy <input type="checkbox"/> Fruits <input type="checkbox"/> Vegetables <input type="checkbox"/> Protein Foods <input type="checkbox"/> Grains	Food Groups: <input type="checkbox"/> Dairy <input type="checkbox"/> Fruits <input type="checkbox"/> Vegetables <input type="checkbox"/> Protein Foods <input type="checkbox"/> Grains	Food Groups: <input type="checkbox"/> Dairy <input type="checkbox"/> Fruits <input type="checkbox"/> Vegetables <input type="checkbox"/> Protein Foods <input type="checkbox"/> Grains	Food Groups: <input type="checkbox"/> Dairy <input type="checkbox"/> Fruits <input type="checkbox"/> Vegetables <input type="checkbox"/> Protein Foods <input type="checkbox"/> Grains	Food Groups: <input type="checkbox"/> Dairy <input type="checkbox"/> Fruits <input type="checkbox"/> Vegetables <input type="checkbox"/> Protein Foods <input type="checkbox"/> Grains

Breakfast Ace

You ate breakfast on all 5 days. Eating breakfast every day can help you pay more attention in class and do better in school.

Bone Builder

You ate Dairy foods on at least 4 days. The calcium in Dairy foods can help you build strong bones and teeth.

Glowing Star

You ate Fruits or Vegetables on at least 2 days. Many fruits and vegetables have vitamin A which can help keep your eyes and skin healthy.

Grains Wizard

You ate whole grains on at least 3 days. The fiber in whole grain foods can help you feel full longer and have more energy.

How many times did you eat breakfast?

How many times did you eat foods from the Dairy Group?

What kind of breakfast eater are you?

How many times did you eat Fruits or Vegetables?

How many times were half of your grains whole grains?

What kind of breakfast eater would you like to be?

How can you become the breakfast eater you would like to be?

Breakfast Explorer

What is a favorite breakfast meal? Use the table below to compare your favorite breakfast meal (Breakfast Meal 1) to a breakfast that you would like to try from the **Start Smart With Breakfast** video, **Breakfast Around the World** digital interactive, or **Breakfast Around the World** informational text article (Breakfast Meal 2).

 **Breakfast Meal 1:
My favorite**

List all of the foods in breakfast meal 1:

 **Breakfast Meal 2:
Comparison**

List all of the foods in breakfast meal 2:

Take a closer look at your breakfast meal lists. Find two ways to make these meals healthier. For information on how to make a balanced and nutritious breakfast, see page 2 of the **Breakfast Around the World** informational text article.

1. _____
2. _____

Set a Healthy Breakfast Goal

How can you make your breakfast more balanced and nutritious?
Achieve your goal and earn a badge!

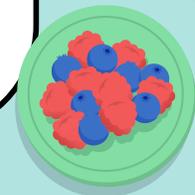
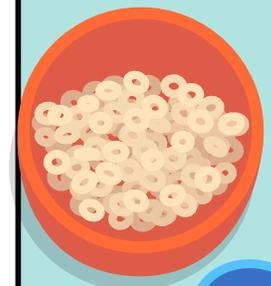
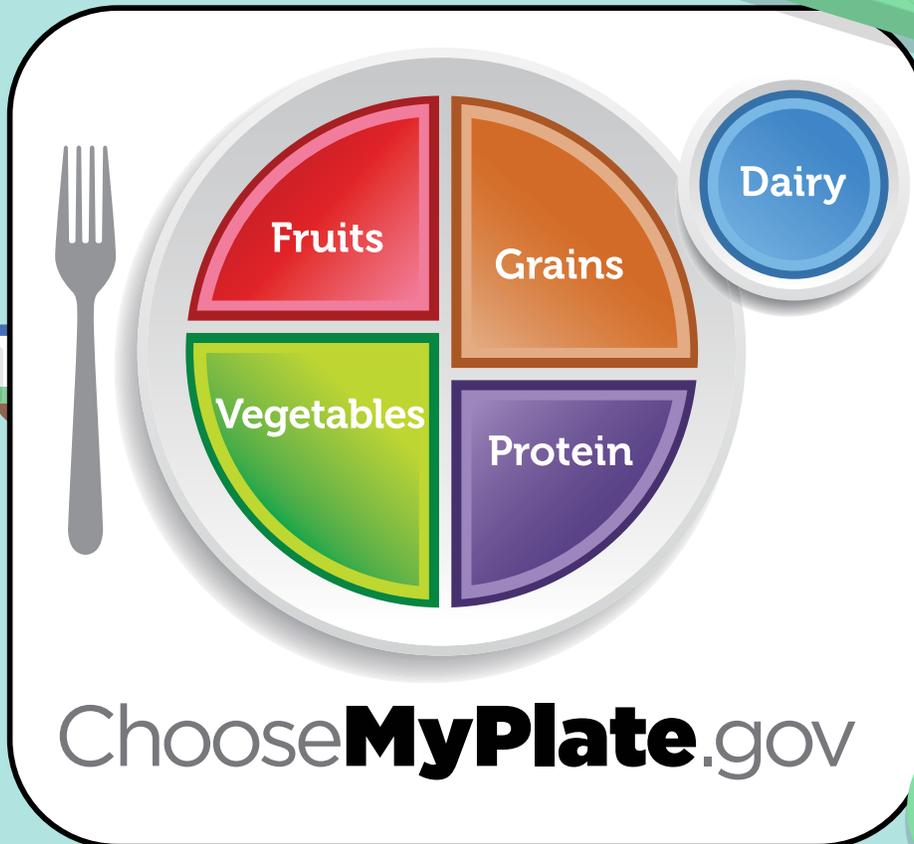
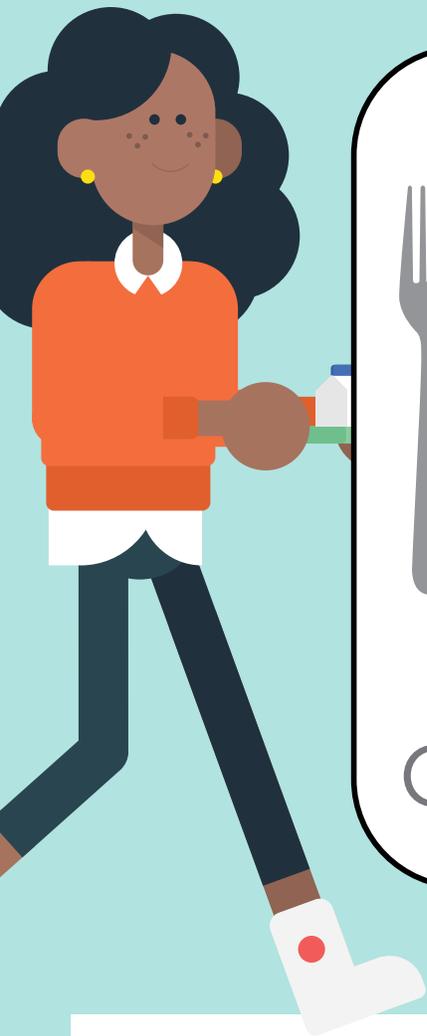
I will _____ in order to eat a healthier,
(breakfast choice)

more balanced breakfast _____ days this week.
(number)

Badge awarded on: _____



MyPlate Handout



Fruits

- Banana
- Berries
- Applesauce
- Orange
- 100% Fruit Juice
- Raisins
- Melon
- Peach
- Tangelo
- Nectarine
- Grapes

Grains

- Oatmeal
- Cereal*
- Muffin*
- English Muffin
- Toaster Pastry*
- Bagel
- Tortilla
- Pancake*
- Waffle*
- Toast
- Pizza Crust*

Vegetables

- Potatoes
- Spinach
- Salsa
- Peppers
- Tomatoes/ Tomato Sauce
- Zucchini
- Onion
- Avocado

Protein

- Egg
- Nut and Seed Butter
- Beans
- Turkey Sausage*
- Ham
- Canadian Bacon*
- Steak*

Dairy

- Low-fat, Fat-free Milk
- Low-fat Yogurt
- Calcium-fortified Soymilk
- Low-fat Cheese
- Low-fat Cottage Cheese

* Consider how these common breakfast foods are prepared. These foods can be high in added sugars, saturated fat, and/or sodium depending on how they are cooked and what ingredients are used. Extras like cream cheese, bacon, jelly, syrup, and fruit-flavored drinks can also contribute to the added sugars, saturated fat, and/or sodium content in some popular breakfast foods.