

# What's for Breakfast?

Grades K-2 *Adapted from The Vermont Campaign to End Childhood Hunger*

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## Time

30 -45 minutes

## Materials Needed

Makers or crayons, and paper plates (one per student), magazines with images of healthy foods, 'myplate' diagram.

## Objective

Increase student awareness of the importance of breakfast.

## Procedure

- Discuss the following questions:
  - Who ate breakfast this morning? Do you eat breakfast every morning?
  - What makes it difficult to eat breakfast in the morning?
    - Not enough time.
    - Not a routine of eating breakfast together.
    - Parent has left for work and no one can help with making breakfast.
    - Not enough food in the house to eat breakfast.
    - Too tired or not hungry when waking up in the morning.
  - Do you think it is important to eat breakfast every morning? Why?
    - YES! Eating affects our emotions, behavior and physical health. Breakfast helps our minds and bodies to work better all day long.
    - Studies have shown that students who eat breakfast in the morning stay awake during school and perform better on tests.
  - Do you feel and act different if you don't eat breakfast in the morning?
    - A healthy breakfast can help to keep us focused and awake during the school day.
    - Students who do not eat breakfast are more likely to act out during class, complain of stomachaches/headaches, and feel tired or fall asleep during class.
  - What types of food should you eat for breakfast?
    - Eating a well balanced meal is very important in the morning, one item from each food group would be an ideal breakfast. In a hurry, things like healthy cereals or oatmeal along with a cup of 100% juice is a much healthier choice than sugary cereals or breakfast snacks, such as pop-tarts.
- After discussing the importance of a healthy breakfast, post an image of the new food pyramid/myplate on the wall. You can draw this on flipchart paper or find print materials online at: <http://www.choosemyplate.gov/tipsresources/printmaterials.html> (e.g. on next page).

- As a class, discuss some breakfast food items that can fit into each of the food categories. For example: grain – oatmeal or whole wheat toast, Fruit- oranges or bananas. Vegetables and protein - tomatoes and peppers in an omelet. Dairy- glass of low-fat milk or cup or yogurt



- Activity: Pass out a paper plate to each student. Explain that they will be creating their ideal healthy breakfast, making sure to use similar proportions to the myplate. Allow students to use magazine cut out images of food, or color pictures of food onto their paper plate. Ask a few students to present their healthy breakfast to the rest of the class and talk about their favorite breakfast foods.

## Possible Actions

- How can we help make sure every student gets a healthy breakfast?
  - Host a food drive.
  - Promote the breakfast program at your school (if applicable)
  - Call a local shelter or pantry to get a list of most needed items
- Have a 'pancake breakfast' fund raiser. Encouraging a well balanced breakfast while raising money for a local food bank or other organizations.

## MA DOE STANDARDS

### Comprehensive Health

#### Nutrition

3.3 Recognize hunger and satiety cues and how to make decisions based upon these cues

3.7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.

#### Community and Public Health

14.4 Identify how individuals can be knowledgeable and active in the school and community to promote health

14.6 Describe how local public health departments have developed and implemented policies to keep communities safe.