

Grade 5

Making the Case for Breakfast

Healthful Living Objective(s)

- 4.02 Evaluate the benefits of limiting the consumption of foods and beverages high in fat and added sugar.

English Language Arts Objective(s)

- 4.02 Use oral and written language to formulate hypotheses, evaluate information and ideas, present and support arguments, influence the thinking of others.
- 5.04 Determine the impact of word choice on written and spoken language.

Teacher Resource(s)

- N.C. Division of Public Health, North Carolina Nutrition Education and Training Program, *Students Succeed with School Meals, Fact Sheet - What's on the Menu?*, www.nutritionnc.com
- U.S. Department of Agriculture, School Breakfast Toolkit, *Benefits of Breakfast Flyer*, www.fns.usda.gov/cnd/Breakfast/expansion/benefitsbreakfast.pdf
- U. S. Department of Agriculture, *Using MyPlate Along with MyPyramid*, www.ChooseMyPlate.gov/downloads/MyPlate/UsingMyPlateAlongWithMyPyramid.pdf

Material(s) Needed

- *Breakfast Case Studies* Transparency
- U.S. Department of Agriculture, *MyPlate* graphics slick, www.cnpp.usda.gov/Publications/MyPlate/GraphicsSlick.pdf
- U.S. Department of Agriculture, *MyPyramid for Kids Poster*, www.mypyramid.gov/tips_resources/printmaterials.html
- *Breakfast, the MyPlate Way* Transparency
- School Breakfast Menu

Handout(s)

- *Breakfast Case Studies* (1 for every 2 students)
- *Breakfast, the MyPlate Way*

Note that, as of June 2011, *MyPyramid* was replaced with *MyPlate* as a way to understand how to eat healthfully. It is important to know that you may continue to use existing *MyPyramid* educational materials, such as the *MyPyramid for Kids Poster*. This is because the information about what and how much to eat has not changed. Be aware that on *MyPlate* the Meat & Beans Group is called the Protein Foods Group and the Milk Group is called the Dairy Group.

Focus

Begin this lesson by discussing the definitions of the two words that make the word “breakfast”. Write the word “fast” on the board or overhead. Ask students what the definition

of the word “fast” is. Discuss uses of the word “fast”, i.e., adjective, adverb, noun or verb. Ask students what it means “to fast”. Ask students if they have ever fasted. Explain that people fast for a variety of reasons. Some do it at certain times of the year for religious reasons. Others may need to fast for medical reasons, e.g., before certain types of medical tests or surgery. Explain that almost everyone fasts every day for seven to twelve hours while they sleep. Discuss the definition of the word “break” and the concept of “breaking the fast” with students. Make the connection to the word “breakfast”.

Point out to students that experts have discovered that breakfast affects our behavior, our health and our ability to learn. Talk with students about how they feel on days that they eat breakfast versus days when they do not eat breakfast. Explain the benefits of eating breakfast and the consequences of not eating breakfast to learning and overall well-being.

Teacher Input

Distribute the left half of the *Breakfast Case Studies* handout to half of the class and the right half to the remainder of the class. Ask students with the half sheet titled “Students” to find a classmate with the half sheet titled “Breakfasts”. Ask students to work with their partner to read each of the three student case studies. Then, based on the behavior of each student, determine which of the three breakfasts they usually eat.

Once students have completed the assignment, display the *Breakfast Case Studies* transparency. Review each case study with the class.

Case Study #1

Ask the class the following questions:

- Which breakfast do you think Casey usually eats? **Answer:** Breakfast B
- How would you describe Casey as a student? *Accept all reasonable answers from students.* **Answer:** Seems to do well in school and gets along with others
- What is the connection between Casey’s performance in school and the breakfast Casey eats? *Accept all reasonable answers from students.* **Answer:** Students who eat breakfast may be able to concentrate, learn more easily and may make fewer mistakes than students who skip breakfast. Some studies have shown that students who eat breakfast feel calmer and are more likely to get along with classmates compared to students who skip breakfast.
- On the day before tests, has a teacher or principal ever reminded you to eat breakfast the next morning before coming to school? If so, why do you think they reminded you to eat breakfast? *Accept all reasonable answers from students.* **Answer:** Students who eat breakfast may do better on tests than students who do not eat breakfast.
- Why might eating breakfast help you learn, concentrate or do better on tests? *Accept all reasonable answers from students.* **Answer:** When we are hungry, our stomachs growl and we may experience a stomachache or headache that can distract us from our work.

Case Study #2

Ask the class the following questions:

- How would you describe Pat as a student? *Accept all reasonable answers from students.*
Answer: Uneven - sometimes attentive, sometimes distracted
- Which breakfast do you think Pat usually eats? **Answer:** Breakfast C
- How would you describe Pat's breakfast? **Answer:** High in sugar
- What do you think happens to Pat at 10 a.m.? *Accept all reasonable answers from students.*
- Why do you think that happened to Pat? **Answer:** When you have a high sugar breakfast, you get a quick rush of energy. But after about an hour or two, the rush ends and you start feeling hungry and tired.
- Which do you think is better – eating a breakfast like Pat's or skipping breakfast? Why?
Answer: Eating a breakfast like Pat's is better than skipping breakfast, but it is not ideal. A high sugar breakfast does not provide the body with the nutrients it needs to stay alert for the entire morning.

Case Study #3

Ask the class the following questions:

- What is Jamie's behavior like in the morning? *Accept all reasonable answers from students.*
Answer: Argumentative, irritable, unable to concentrate
- Which breakfast do you think Jamie usually eats? **Answer:** Breakfast A
- What is Jamie's learning ability in the morning? **Answer:** Poor
- Why do you think Jamie has this type of experience in the morning? **Answer:** Skipping breakfast results in hunger. When you are hungry, you have difficulty concentrating, learning and controlling your emotions.
- Why do you think that Jamie is better behaved in the afternoon? **Answer:** Jamie has eaten lunch.

Pull the case study activity together by pointing out that breaking the fast each morning is important. Some breakfast each morning is better than no breakfast. A nutritious breakfast is definitely the best option, because it alleviates hunger; helps students to concentrate, learn, and perform better on tests; reduces disruptive behavior; and improves overall health.

Practice and Assessment

Using the *MyPlate* graphics slick, review *MyPlate* and the Five Food Groups: Grains, Fruits, Vegetables, Dairy and Protein Foods. The *MyPyramid for Kids Poster* can be used to complement *MyPlate*. Point out that while the symbol has changed from *MyPyramid* to *MyPlate*, both symbols remind us how to eat healthfully. A goal for a nutritious, balanced breakfast is to include an item from three of the Five Food Groups.

Display the *Breakfast, the MyPlate Way* transparency. Ask two or three students to each suggest a breakfast that he or she enjoys. Write in the names of the foods in each breakfast menu in one of the squares at the bottom of the transparency. Eating breakfast at school is an easy way to get a balanced, nutritious breakfast. If school breakfast is offered in your school, have students name what was served that morning and include the menu in one of the boxes. Discuss the menus with the class. If any of the breakfasts do not contain foods from three of the Five Food Groups, ask the class to suggest food(s) to add to meet the guidelines.

Have students plan their own nutritious breakfast. Find out if the School Breakfast Program is offered in your school. If it is, obtain a copy of and review the school breakfast menu. Offer the school breakfast menu to students as a reference. In the three boxes at the bottom of the *Breakfast, the MyPlate Way* handout, students should write three breakfast menus that they would eat. Each breakfast must contain items from at least three of the Five Food Groups.

Adapted from *Bridges to Wellness, Connecting School Meals and Classroom Learning: Make Breakfast Count*, School Nutrition Foundation and National Dairy Council. Available at www.nutritionexplorations.org.

Breakfast Case Studies

STUDENTS

CASE STUDY #1

Name: Casey

Teacher Notes:

Good concentration throughout the day.
Scores well on tests. Gets along with most classmates. Catches on quickly to instruction.

CASE STUDY #2

Name: Pat

Teacher Notes:

High energy during the first hour of school.
However, from about 10 am until lunch, has difficulty concentrating. Often seems anxious or nervous.

CASE STUDY #3

Name: Jamie

Teacher Notes:

Better behaved and better able to learn in the afternoon than morning. Often complains of stomachaches during morning classes and frequently visits the school nurse. Can be irritable and get into arguments with classmates.

BREAKFASTS

BREAKFAST A

Nothing



BREAKFAST B

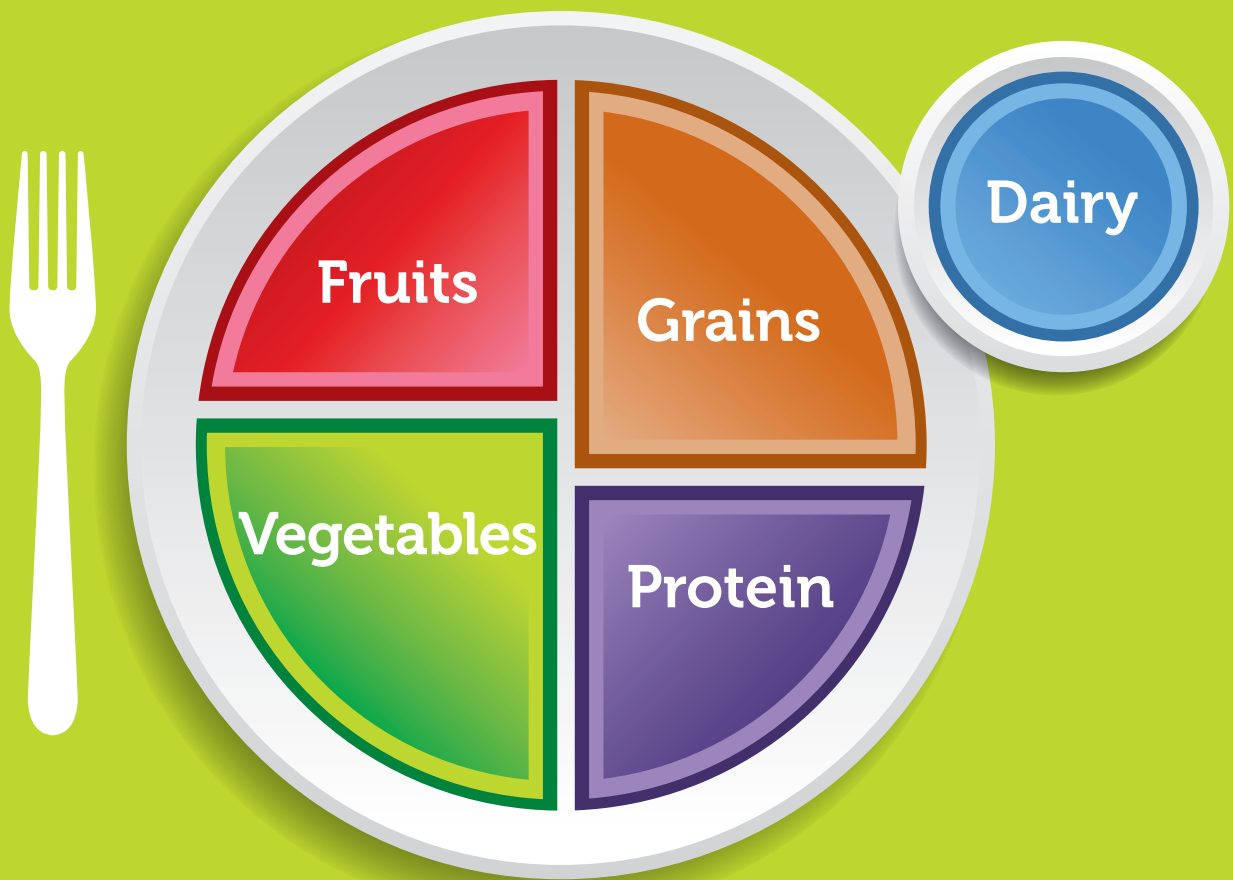
Bowl of whole grain cereal
Banana
Milk



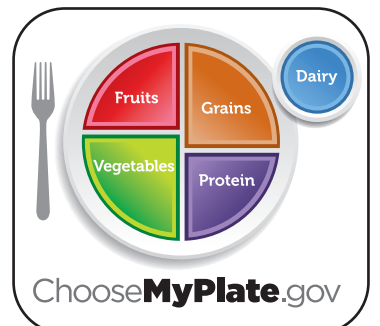
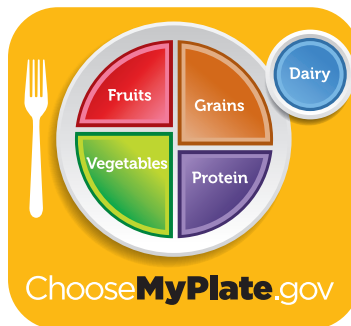
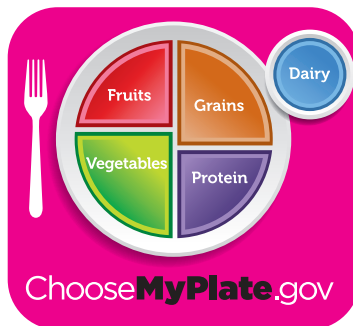
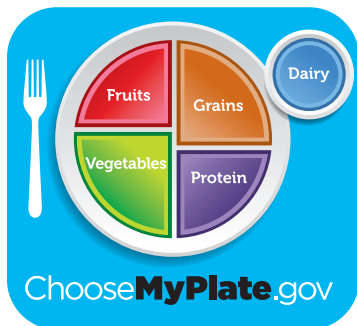
BREAKFAST C

Chocolate doughnut
12-oz. soft drink





Choose**MyPlate**.gov

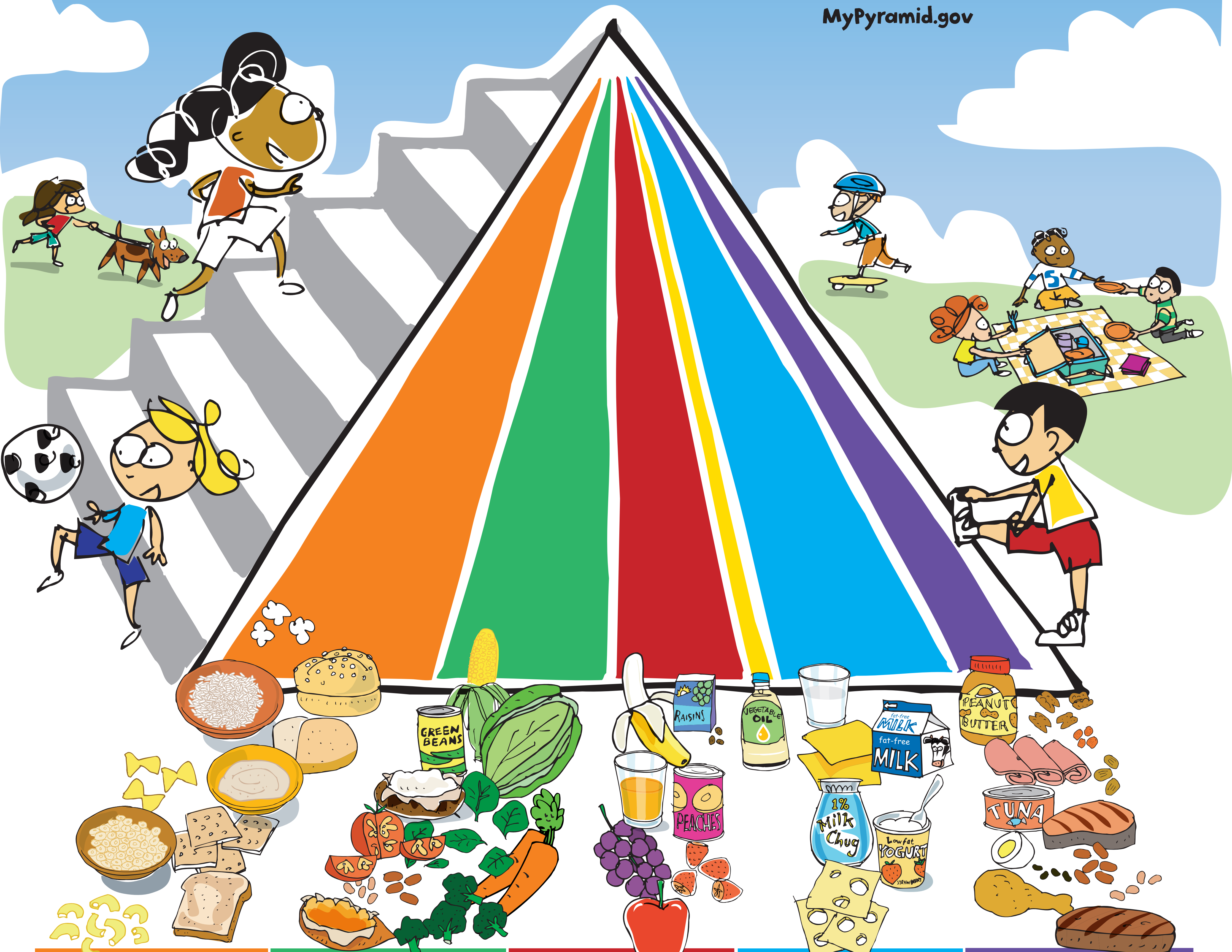


MyPyramid

For Kids

Eat Right. Exercise. Have Fun.

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Grains

Make half your grains whole

Start smart with breakfast. Look for whole-grain cereals.

Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").

Vegetables

Vary your veggies

Color your plate with all kinds of great-tasting veggies.

What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.

Fruits

Focus on fruits

Fruits are nature's treats – sweet and delicious.

Go easy on juice and make sure it's 100%.

Milk

Get your calcium-rich foods

Move to the milk group to get your calcium. Calcium builds strong bones.

Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.

Meat & Beans

Go lean with protein

Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.

It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.

For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day;
at least half should be whole

Eat 2 1/2 cups every day

Eat 1 1/2 cups every day

Get 3 cups every day;
for kids ages 2 to 8, it's 2 cups

Eat 5 oz. every day



Oils

Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

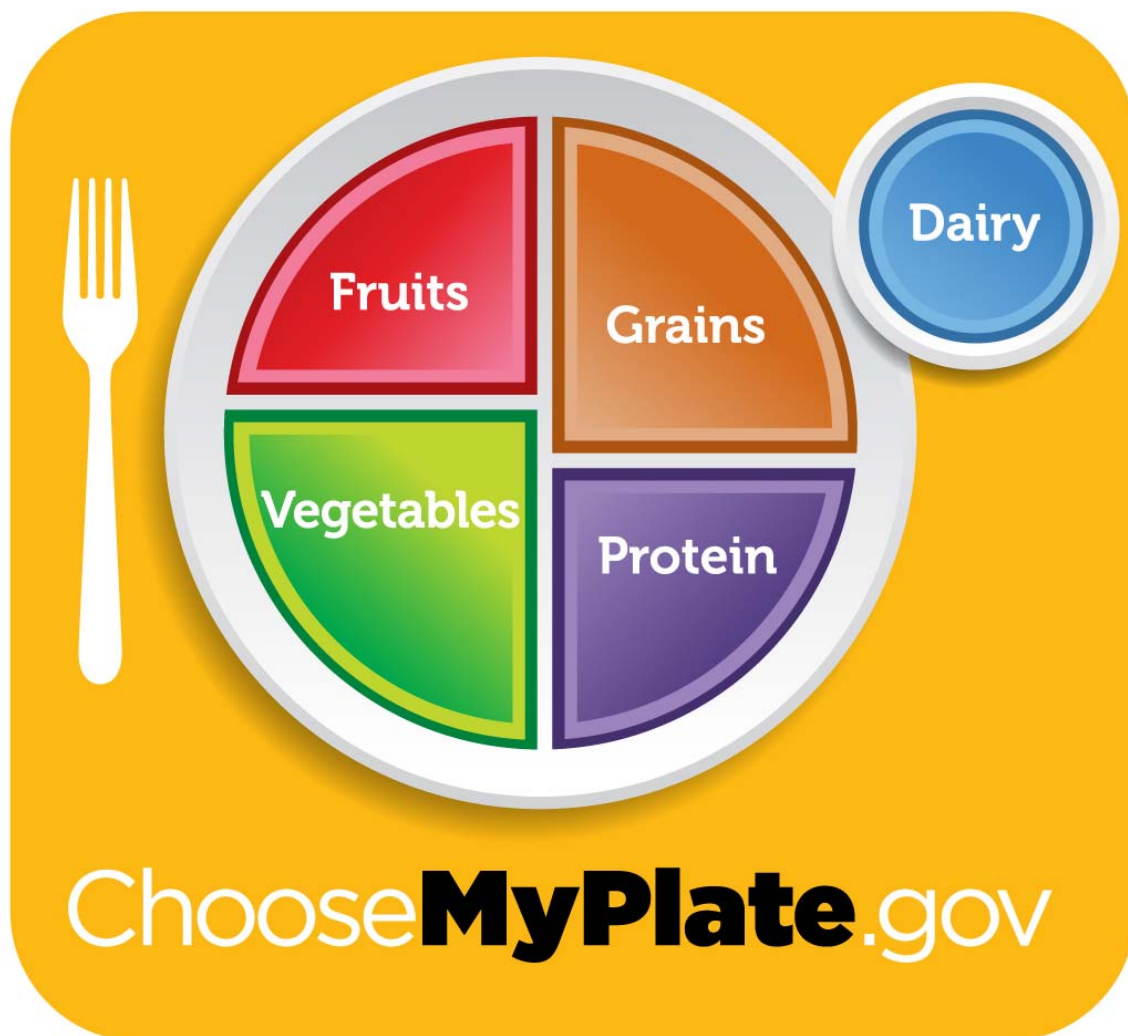
Find your balance between food and fun

- Move more. Aim for at least 60 minutes everyday, or most days.
- Walk, dance, bike, rollerblade – it all counts. How great is that!

Fats and sugars — know your limits

- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.

Breakfast, the MyPlate Way



Breakfast Menu

Breakfast Menu

Breakfast Menu

Grade 5

Discovering Breakfast

Healthful Living Objective(s)

- 4.01 Demonstrate the ability to select healthful food and beverage choices from the food groups of *MyPyramid for Kids* and *MyPlate*.
- 4.03 Recognize the social significance of food in families and cultures.

Computer/Technology Skill(s)

- 2.15 Select, discuss and evaluate digital resources and information for content, accuracy, usefulness and cite sources.

English Language Arts Objective(s)

- 4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.

Teacher Resource(s)

- *Foods Around the World* (Available for loan from the N.C. Division of Public Health, N.C. Nutrition Education and Training Resource Library, www.nutritionnc.com)
- U. S. Department of Agriculture, *Using MyPlate Along with MyPyramid*, www.ChooseMyPlate.gov/downloads/MyPlate/UsingMyPlateAlongWithMyPyramid.pdf
- U.S. Department of Agriculture, School Breakfast Toolkit, *Benefits of Breakfast* Flyer, www.fns.usda.gov/cnd/Breakfast/expansion/benefitsbreakfast.pdf

Material(s) Needed

- *Breakfast Around the World* Transparency
- U.S. Department of Agriculture, *MyPyramid for Kids* Poster, www.mypyramid.gov/tips_resources/printmaterials.html
- U.S. Department of Agriculture, *MyPlate* graphics slick, www.cnpp.usda.gov/Publications/MyPlate/GraphicsSlick.pdf

Handout(s)

- *Breakfast Around the World*

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Focus

Explain to students that while people all around the world “break their fasts” each morning with breakfast, the foods they eat for their morning meals are quite varied.



Teacher Input

Ask students to conduct research on the internet to find out what breakfast foods are eaten in different countries. Ask each student to select a country starting with each of his or her own initials. For example, Anne Jackson would select a country starting with “A” (such as Argentina, Afghanistan, Armenia, etc.) and “J” (such as Jamaica or Japan). If students are unable to find a country starting with one of their initials, have them select a foreign city or island starting with that letter and research breakfast foods in the country in which the city or island is found. If students do not have access to the Internet at home or out of class, you may want to schedule time in the school computer lab for students to complete the assignment.

Resources for breakfast research:

- Kids Health, Nemours Foundation
http://kidshealth.org/kid/stay_healthy/food/breakfast.html
- Meals Matter, Dairy Council of California
www.mealsmatter.org/cookingforfamily/activities/breakfast.aspx
- N.C. Nutrition Education and Training Resource Library, N.C. Division of Public Health
www.nutritionnc.com
- Nutrition Explorations, National Dairy Council
www.nutritionexplorations.org

Practice and Assessment

Allow time in class after the research is complete for students to share their findings. Discuss not only what foods are eaten in each of these countries but also how many of these breakfasts meet the criteria of including foods from three of the Five Food Groups. Using the *MyPlate* graphics slick, review the Five Food Groups: Grains, Vegetables, Fruit, Dairy and Protein Foods. The *MyPyramid for Kids* handout can be used to complement *MyPlate*. Point out that while the symbol has changed from *MyPyramid* to *MyPlate*, both symbols remind us how to eat healthfully. A goal for a nutritious, balanced breakfast is to include an item from at least three of the Five Food Groups.

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Breakfast Around the World

Directions:

1. Select two countries. The first letter of Country #1 will be the same as the first letter of your first name. The first letter of Country #2 will be the same as the first letter of your last name.
2. Research each of your countries to find out what foods are in a typical breakfast.
3. Fill in the chart below.

	Country #1	Country #2
Letters in your initials		
Name of country		
Typical breakfast foods (List foods.)	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪ ▪
Which Food Groups are included in this meal?	<input type="checkbox"/> Grains Group <input type="checkbox"/> Vegetable Group <input type="checkbox"/> Fruit Group <input type="checkbox"/> Dairy Group* <input type="checkbox"/> Protein Foods Group*	<input type="checkbox"/> Grains Group <input type="checkbox"/> Vegetable Group <input type="checkbox"/> Fruit Group <input type="checkbox"/> Dairy Group* <input type="checkbox"/> Protein Foods Group*
Does this breakfast include foods from at least three of the Five Food Groups?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Draw or attach a picture of the meal.		

* On *MyPyramid for Kids*, the Dairy Group is called the Milk Group and the Protein Foods Group is called the Meat & Beans Group.



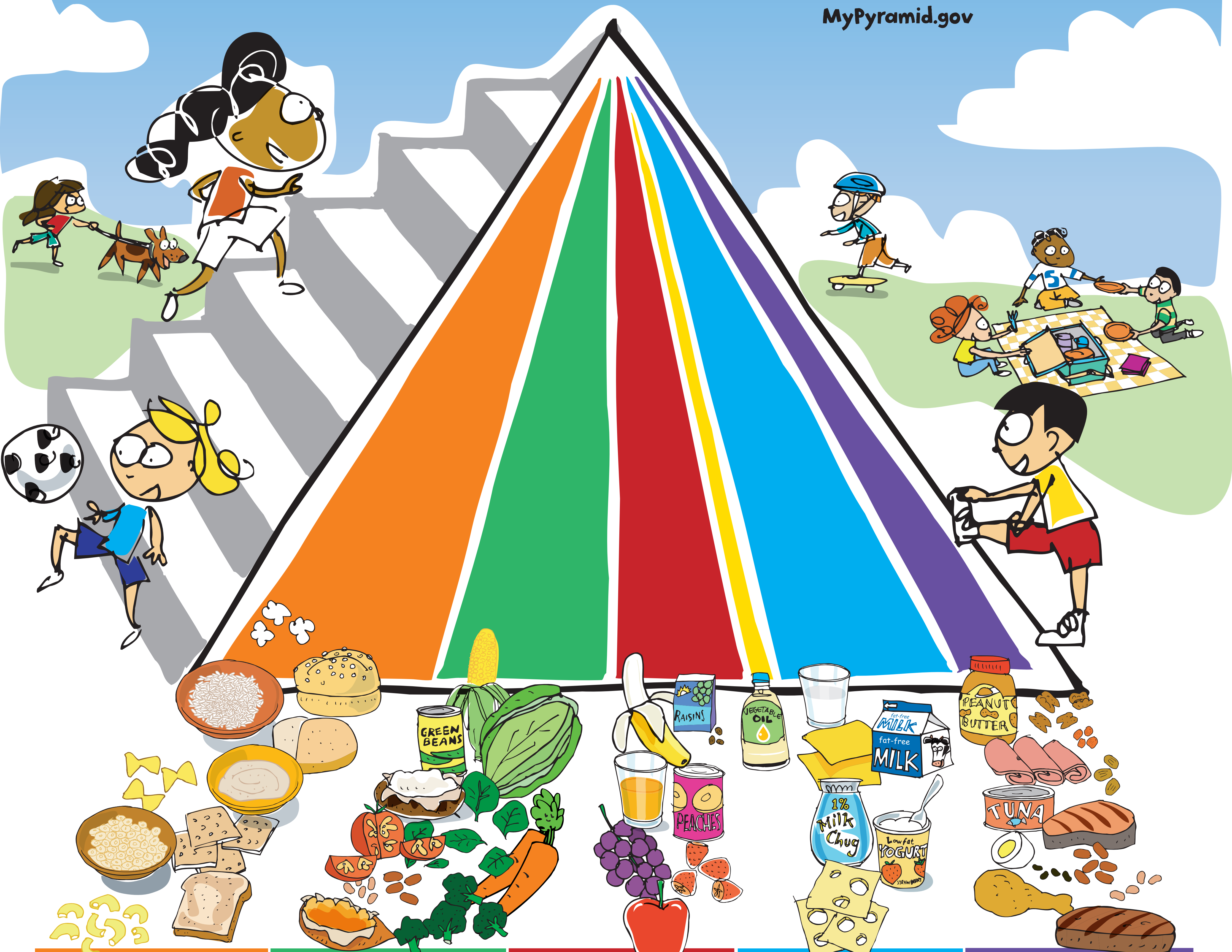
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Vary your veggies

Color your plate with all kinds of great-tasting veggies.

What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.

Fruits

Focus on fruits

Fruits are nature's treats – sweet and delicious.

Go easy on juice and make sure it's 100%.

Milk

Get your calcium-rich foods

Move to the milk group to get your calcium. Calcium builds strong bones.

Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.

Meat & Beans

Go lean with protein

Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.

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Get 3 cups every day;
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Eat 5 oz. every day



Oils

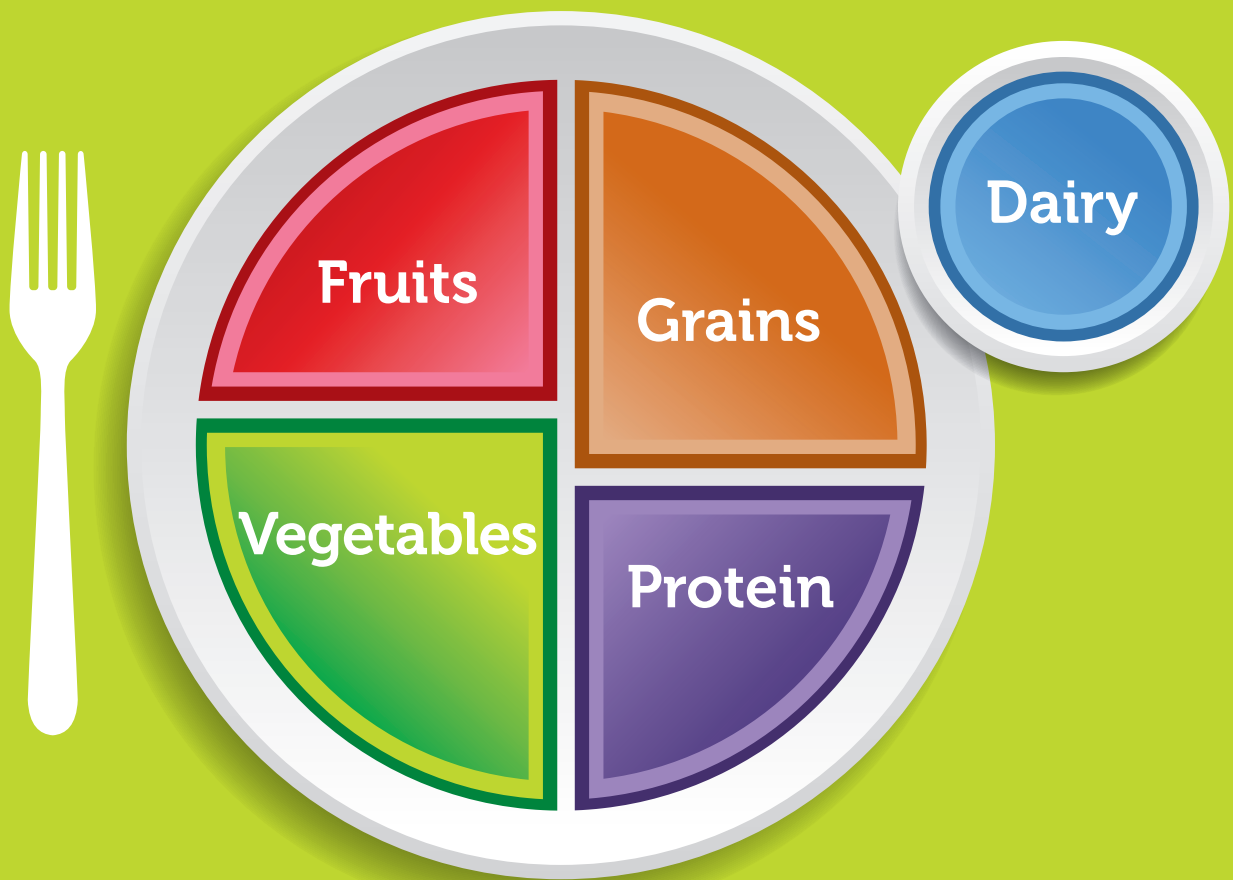
Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

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- Move more. Aim for at least 60 minutes everyday, or most days.
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