

Grades 9-12

Ever-Changing Breakfast

Healthful Living Objective(s)

- 4.07 Design a personal weight management (healthy eating and physical activity) plan based on personal health and nutrient needs.

Computer/Technology Skills Objective(s)

- 2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
4.05 Gather information from the most effective resources.

English Language Arts Objective(s)

English I

- 1.01 Narrate personal experiences that offer an audience: scenes and incidents located effectively in time and place, vivid impressions of being in a setting and a sense of engagement in the events occurring, appreciation for the significance of the account, and a sense of the narrator's personal voice.
- 2.04 Form and refine a question for investigation, using a topic of personal choice, and answer that question by: deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media; prioritizing and organizing the information; incorporating effective media and technology to inform or explain; and reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.
- 3.01 Study argument by: examining relevant reasons and evidence; noting the progression of ideas that substantiate the proposal; analyzing style, tone, and use of language for a particular effect; identifying and analyzing personal, social, historical, or cultural influences contexts, or biases; and identifying and analyzing rhetorical strategies that support proposals.

English II

- 2.02 Create responses that examine a cause/effect relationship among events by: effectively summarizing situations, showing a clear, logical connection among events, logically organizing connections by transitioning between points, and developing appropriate strategies such as graphics, essays, and multimedia presentations to illustrate points.
- 3.01 Examine controversial issues by: sharing and evaluating initial personal response, researching and summarizing printed data, developing a framework in which to discuss the issue (creating a context), compiling personal responses and researched data to organize the argument, and presenting data in such forms as a graphic, an essay, a speech, or a video.

English III

- 2.01 Research and analyze ideas, events, and/or movements related to United

States culture by: locating facts and details for purposeful elaboration; organizing information to create a structure for purpose, audience, and context; excluding extraneous information; and providing accurate documentation.

- 3.01 Use language persuasively in addressing a particular issue by: finding and interpreting information effectively, recognizing propaganda as a purposeful technique, establishing and defending a point of view, and responding respectfully to viewpoints and biases.
- 3.02 Select an issue or theme and take a stance on that issue by: reflecting the viewpoint(s) of Americans of different times and places, showing sensitivity or empathy for the culture represented, and supporting the argument with specific reasons.

English IV

- 1.01 Compose reflective texts that give the audience: an understanding of complex thoughts and feelings, a sense of significance (social, political, or philosophical implications), and a sense of encouragement to reflect on his or her own ideas.
- 3.01 Research and define issues of public concern by using a variety of resources such as the media center, on-line resources, interviews, and personal reflection and specifying the nature of an issue, including the various claims made and the reasoning that supports these claims.
- 3.02 Organize and deliver an argument so that an intended audience respects it by: wording the claim clearly, specifying reasons in support of the claim that are likely to be convincing, and adopting an appropriate tone and stance toward the issue.

Sociology Objective(s)

- 9.02 Evaluate the causes and effects of social change.

Teacher Resource(s)

- Centers for Disease Control and Prevention (CDC), *Overweight and Obesity*, www.cdc.gov/obesity/index.html
- U.S. Department of Agriculture Center for Nutrition Policy and Promotion, Dietary Guidelines for Americans, www.dietaryguidelines.gov
- U. S. Department of Agriculture, *Using MyPlate Along with MyPyramid*, www.ChooseMyPlate.gov/downloads/MyPlate/UsingMyPlateAlongWithMyPyramid.pdf
- N.C. Division of Public Health, North Carolina Nutrition Education and Training Program, *Food for Thought: Making the Grade through Healthful Eating K-5 Curriculum*, www.nutritionnc.com
 - *Teaching MyPlate*
- U.S. Department of Agriculture, School Breakfast Toolkit, *Benefits of Breakfast Flyer*, www.fns.usda.gov/cnd/Breakfast/expansion/benefitsbreakfast.pdf

Material(s) Needed

- U.S. Department of Agriculture, *MyPlate* graphics slick, www.cnpp.usda.gov/Publications/MyPlate/GraphicsSlick.pdf
- U.S. Department of Agriculture, *MyPyramid Mini-Poster*, www.mypyramid.gov/tips_resources/printmaterials.html
- School Breakfast Menu

Handout(s)

- *My Personal Weight Management Plan*

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 Mini-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

Discuss the meaning of “tradition” and how traditions are passed down from generation to generation. Have the students share some of their family traditions. Ask them if they have any traditions involving food (i.e., family cookout every 4th of July, a favorite food prepared for birthdays, etc.). Have the students share any breakfast traditions.

Teacher Input

Discuss with students the ways that traditions change and how societal changes can affect traditions. For example, everyone eating breakfast together before going to school or work may have changed with society’s change in pace. Eating a home-cooked breakfast may have been replaced with either a convenience food item or fast food breakfast due to an increased availability of these types of foods or even skipping breakfast altogether.

Ask students to help you come up with some societal changes that may have affected breakfast. The following are examples that could be discussed:

- Industrialization (i.e., mass-produced food, transportation advancements, increases in food variety)
- Increased pace (i.e., on-the-go foods, fast food restaurants, limited time to eat, skipping meals)
- Increases in technology (i.e., new types of food being produced and grown, advertisements for food on multiple types of media)

Discuss the increase in obesity in the United States over the past couple of decades. You may choose to use the *Data and Statistics* and *U.S. Obesity Trends* sections of the CDC *Overweight and Obesity* webpage. Discuss the term “obesogenic.” Note that this term, as mentioned on the CDC *Overweight and Obesity* webpage, is used to describe the American society. It means that increased food intake, unhealthy foods, and physical inactivity are promoted in our society. Lead a discussion of some of the societal changes that have led to an “obesogenic” society. Some of the examples from the previous discussion can be used (i.e., fast food restaurants, food advertising, food variety, etc.). Other examples may include increased portion sizes and a more sedentary lifestyle. Ask them to identify some influences of the “obesogenic” society on breakfast choices.

Using the Dietary Guidelines for Americans, the *MyPlate* graphics slick and the *MyPyramid Mini-Poster*, talk about weight management in terms of the balance between healthy eating and

physical activity. Point out that while the symbol has changed from *MyPyramid* to *MyPlate*, both symbols remind us how to eat healthfully. Talk to students about making healthy food/beverage and physical activity choices even though there may be some societal obstacles. Ask students to share obstacles that might keep them from making healthy choices, particularly those that may keep them from making the choice to eat breakfast. Studies have shown that children who eat breakfast on a regular basis are less likely to be overweight. Note that eating breakfast in youth is important for establishing healthy habits for later in life. Discuss the importance of utilizing strategies to overcome the obstacles students have identified. For example, if they do not have time in the morning during the week to prepare and eat breakfast at home, they could eat breakfast at school. Find out if the School Breakfast Program is offered in your school. If it is, find out what types of service options are available, i.e., traditional school breakfast in the cafeteria, school breakfast in the classroom, grab n' go school breakfast, etc. Also, obtain a copy of and review the school breakfast menu with students. Encourage students to consider choosing school breakfast each morning.

Practice and Assessment

Divide students into groups and have them choose a leader and a recorder. Have the leader of the group guide a discussion on healthy versus less healthy breakfast choices and ways that American society might promote those choices. During the discussion, the recorder should write notes of what is discussed. When the group is finished, have them choose a reporter to present the main points of their discussion to the class.

Ask each student to interview a relative or friend a generation or more older about breakfast when they were growing up. Have them create at least five questions to ask based on the class discussions. Examples of questions include the following:

- What were the typical foods that you ate for breakfast when you were growing up?
- Who prepared breakfast?
- Was breakfast during the week different than breakfast on the weekends?
- Who, if anyone, did you eat breakfast with?
- Where did you eat breakfast?
- How often did you eat breakfast in a restaurant?
- How many fast food restaurants were available near your home?
- Was breakfast available at school?

Have each student prepare a personal weight management plan guided by the *My Personal Weight Management Plan* handout.

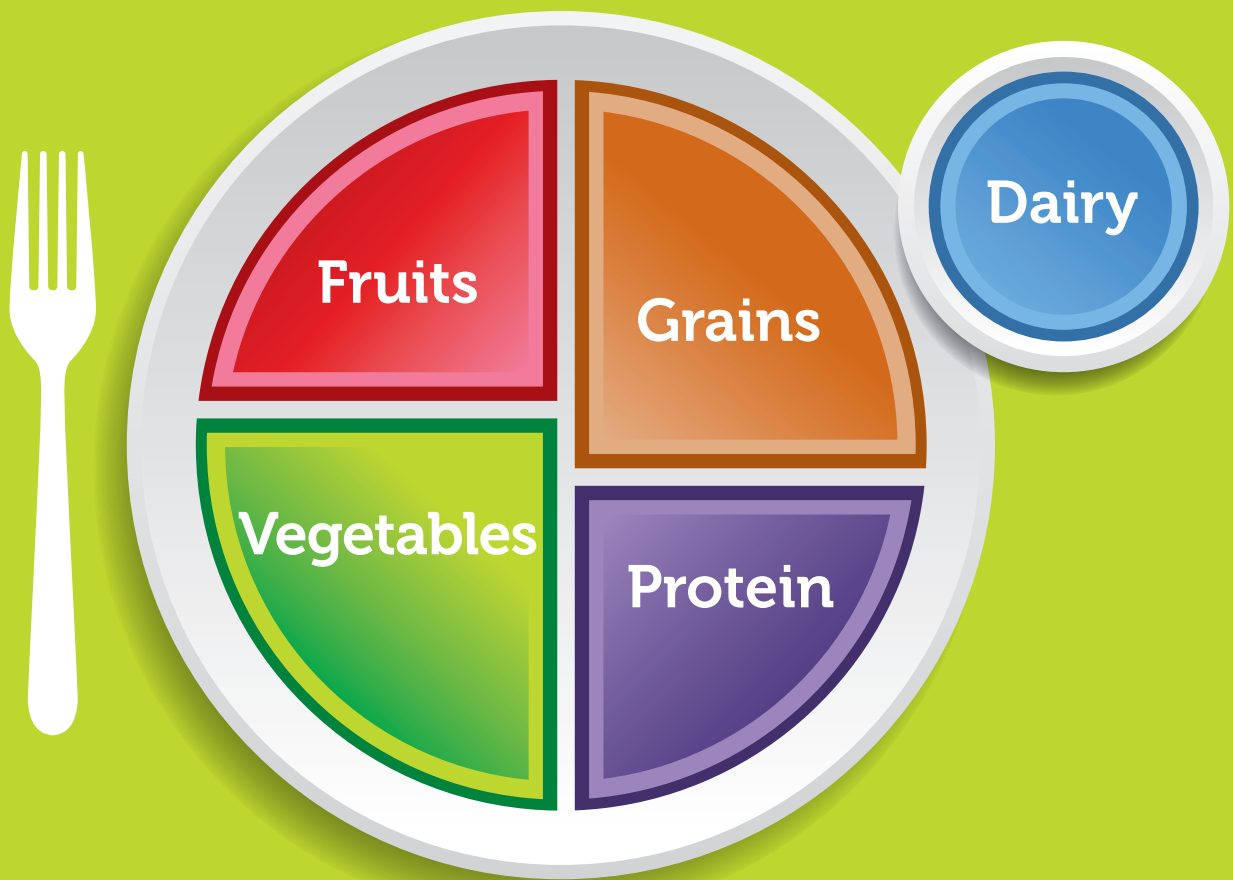
Optional Activities

As an extension of the *My Personal Weight Management Plan* assignment, have the students track their food and beverage intake and physical activity for three days (two weekdays and one weekend day). Then, they can evaluate it based on their plan.

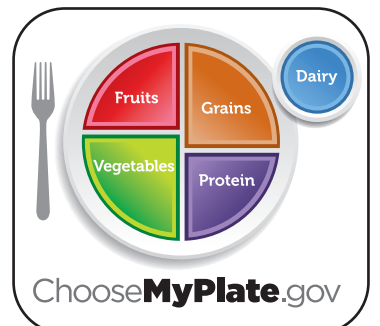
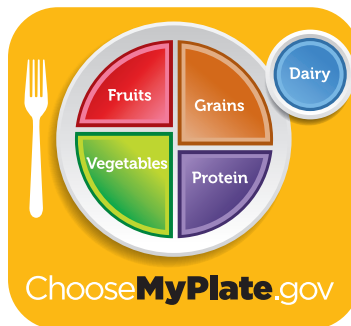
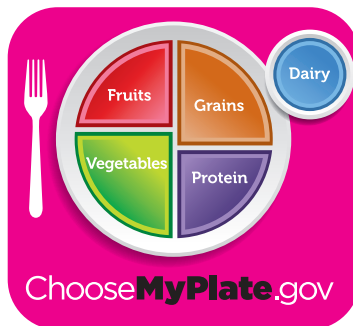
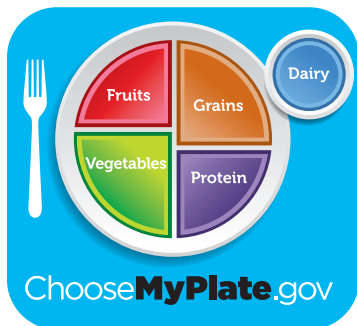
Have each student research ways that the school is trying to promote healthier lifestyles. Ask them to find the Local Wellness Policy of the district and/or school. They may choose to contact the principal, school nurse, Child Nutrition staff, Physical Education teachers, and others in the school that may be involved in school wellness. Have them write a short one to two page essay on the topic.

Adapted from *Think Breakfast!, Lesson Plans, Breakfast Here and There, Then and Now*, N.Y. State Education Department and the University of the State of New York. Available at www.thinkbreakfast.net.





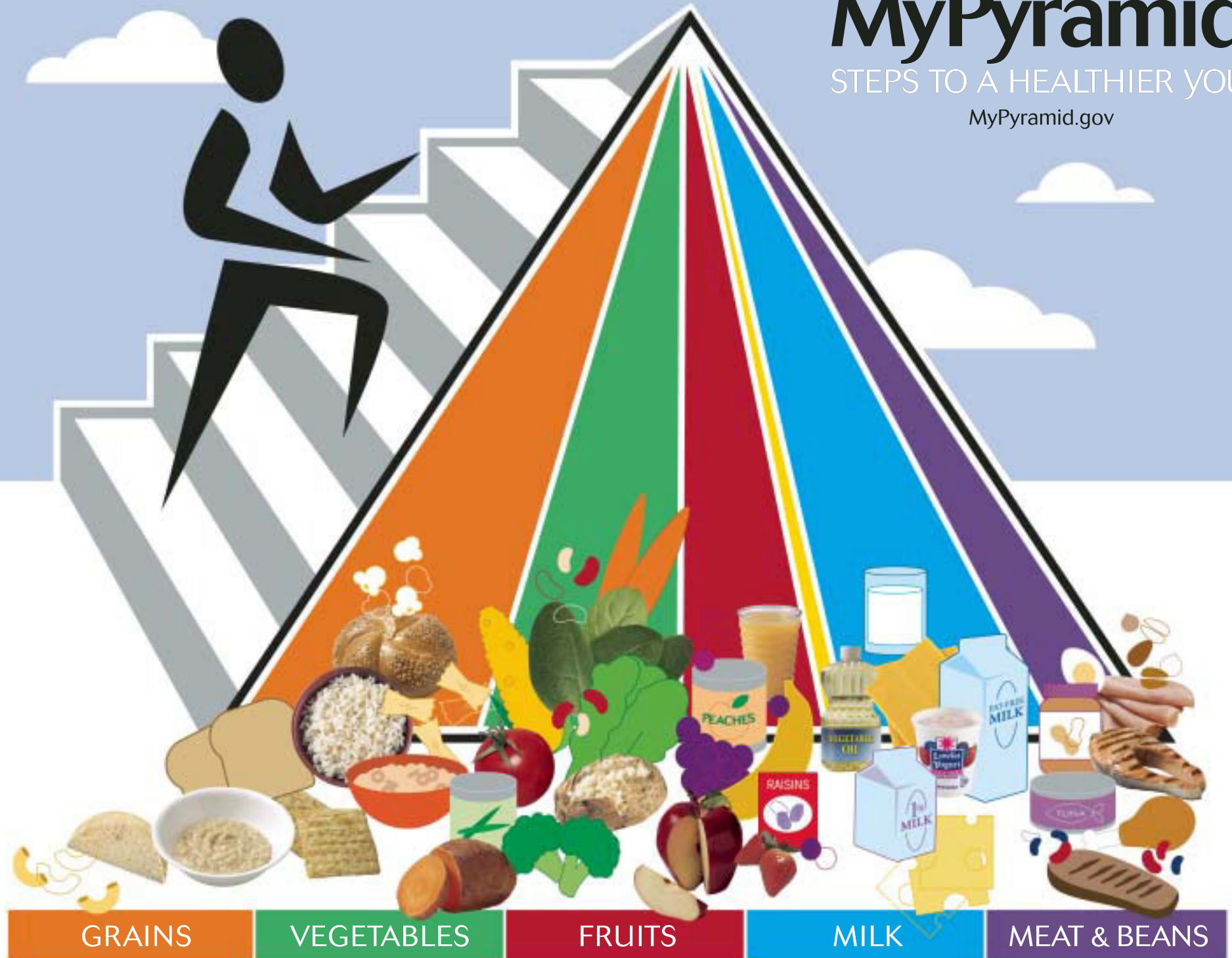
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MyPyramid

STEPS TO A HEALTHIER YOU

MyPyramid.gov



GRAINS

Make half your grains whole

Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day

1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or 1/2 cup of cooked rice, cereal, or pasta

VEGETABLES

Vary your veggies

Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens

Eat more orange vegetables like carrots and sweetpotatoes

Eat more dry beans and peas like pinto beans, kidney beans, and lentils

FRUITS

Focus on fruits

Eat a variety of fruit

Choose fresh, frozen, canned, or dried fruit

Go easy on fruit juices

MILK

Get your calcium-rich foods

Go low-fat or fat-free when you choose milk, yogurt, and other milk products

If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages

MEAT & BEANS

Go lean with protein

Choose low-fat or lean meats and poultry

Bake it, broil it, or grill it

Vary your protein routine — choose more fish, beans, peas, nuts, and seeds

For a 2,000-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

Eat 2 1/2 cups every day

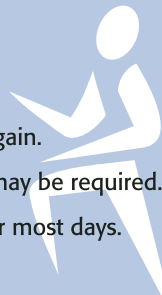
Eat 2 cups every day

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

Eat 5 1/2 oz. every day

Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.



Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, *trans* fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.



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My Personal Weight Management Plan

Prepare a personal weight management plan that includes the following:

1. The number of servings of foods and beverages from each food group that you need each day based on your *Daily Food Plan*, www.choosemyplate.gov/myplate/index.aspx
2. A menu that includes breakfast, lunch, supper, and snacks based on *MyPlate* recommendations
3. Five general nutrition recommendations for choosing foods and beverages from reliable, scientific-based resources
4. Physical activity recommendations for your age group
5. Two nutrition-related goals based on your personal needs (for example, “I will decrease the number of fast food meals that I eat from three times to one time per week.”)
6. Two physical activity goals based on your personal needs (for example, “I will walk the dog for 30 minutes every afternoon.”)

Use the following websites as resources:

- www.choosemyplate.gov
- www.dietaryguidelines.gov
- www.smallstep.gov

Grades 9-12

Exploring Breakfast

Healthful Living Objective(s)

- 4.02 Identify the number of servings of food and beverages from each food group a person needs each day and explain the value of each and relationships between the groups to provide balanced nutrition.
- 4.03 Develop specific eating plans to meet nutritional requirements for special dietary needs (e.g. athletic training, pregnancy, food allergies, and diabetes).

Computer/Technology Skills Objective(s)

- 2.01 Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing classroom assignments and projects.
- 2.02 Select and use appropriate technology tools to efficiently collect, analyze, and display data.

English Language Arts Objective(s)

English I

- 1.01 Narrate personal experiences that offer an audience: scenes and incidents located effectively in time and place, vivid impressions of being in a setting and a sense of engagement in the events occurring, appreciation for the significance of the account, and a sense of the narrator's personal voice.
- 2.02 Explain commonly used terms and concepts by: clearly stating the subject to be defined; classifying the terms and identifying distinguishing characteristics; organizing ideas and details effectively; using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas; and demonstrating a clear sense of audience and purpose.
- 2.04 Form and refine a question for investigation, using a topic of personal choice, and answer that question by: deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media; prioritizing and organizing the information; incorporating effective media and technology to inform or explain; and reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.
- 4.01 Evaluate the effectiveness of communication by: examining the use of strategies in a presentation/product., applying a set of predetermined standards, creating an additional set of standards and applying them to the presentation/product, and comparing effective strategies used in different presentations/products.

English II

- 1.01 Produce reminiscences (about a person, event, object, place, animal) that engage the audience by: using specific and sensory details with purpose, explaining the significance

of the reminiscence from an objective perspective, moving effectively between past and present, and recreating the mood felt by the author during the reminiscence.

- 1.02 Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts by: relating personal knowledge to textual information or class discussion, showing an awareness of one's own culture as well as the cultures of others, exhibiting an awareness of culture in which text is set or in which text was written, explaining how culture affects personal responses, and demonstrating an understanding of media's impact on personal responses and cultural analyses.

Information Skills Objective(s)

Grades 9-12

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect and compare information about diverse cultures, environments, and peoples.
- 3.04 Relate cultural similarities and differences to personal heritage and environments.
- 4.05 Gather information from the most effective resources (print, non-print, electronic).
- 4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia, web-based).

Second Language Objective(s)

High School Level I and II

- 4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- 5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.
- 5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).
- 7.02 Share knowledge of the target language and cultures with others.

High School Level III

- 5.09 Explore the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.
- 7.02 Share knowledge of the target language and cultures with others.

High School Level IV

- 5.09 Analyze the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.
- 7.02 Share knowledge of the target language and cultures with others.

Sociology Objective(s)

- 2.02 Compare and contrast various cultures of the world.

Teacher Resource(s)

- U.S. Department of Agriculture, School Breakfast Toolkit, *Benefits of Breakfast* Flyer, www.fns.usda.gov/cnd/Breakfast/expansion/benefitsbreakfast.pdf

- N.C. Division of Public Health, North Carolina Nutrition Education and Training Program, *Food for Thought: Making the Grade through Healthful Eating* K-5 Curriculum, www.nutritionnc.com
 - *Teaching MyPlate*
 - *What foods are in the Grains Group?*
 - *What foods are in the Vegetable Group?*
 - *What foods are in the Fruit Group?*
 - *What foods are in the Dairy Group?*
 - *What foods are in the Protein Foods Group?*
- U. S. Department of Agriculture, *Using MyPlate Along with MyPyramid*, www.ChooseMyPlate.gov/downloads/MyPlate/UsingMyPlateAlongWithMyPyramid.pdf
- U.S. Department of Agriculture Center for Nutrition Policy and Promotion, Dietary Guidelines for Americans, www.dietaryguidelines.gov

Material(s) Needed

- U.S. Department of Agriculture, *MyPlate* graphics slick, www.cnpp.usda.gov/Publications/MyPlate/GraphicsSlick.pdf
- U.S. Department of Agriculture, *MyPyramid Mini-Poster*, www.mypyramid.gov/tips_resources/printmaterials.html
- School Breakfast Menu
- *Bugs for Breakfast: Food and Culture* Video (Available for loan from the N.C. Division of Public Health, N.C. Nutrition Education and Training Resource Library, www.nutritionnc.com)
- Craft supplies
- Magazines
- Markers
- Poster paper

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Focus

Ask students if they ate breakfast, and discuss the importance of breakfast. Have a few students share what they had for breakfast. Display the *MyPlate* graphics slick and *MyPyramid Mini-Poster*. Point out that while the symbol has changed from *MyPyramid* to *MyPlate*, both symbols remind us how to eat healthfully. Of the breakfasts that were shared, identify the components included from each of the Five Food Groups. Find out if the School Breakfast Program is offered in your school. Obtain a copy of and review the school breakfast menu. If none of the students had school breakfast, use the school breakfast menu for that day and identify the food group components of the school breakfast.

Split students into pairs and have them share typical breakfast items that their families eat during the week. Remind them to not only identify breakfast foods that they eat on weekdays

but also foods that they eat on the weekend. Discuss some of the typical breakfasts as a class. Note that the typical American breakfast is quite varied.

Referring back to *MyPlate*, remind students that it is important to eat a variety of foods from different food groups. Ask them why each group is important.

Teacher Input

Define “culture” and the different aspects of culture, highlighting food as an aspect of culture. Discuss the impact that culture plays on food choices and habits, including those of breakfast. Refer to the breakfast foods that were shared by students during the Focus portion of the lesson. Identify any that reflected a student’s cultural heritage.

Show the *Bugs for Breakfast: Food and Culture* video. After the video, lead a discussion of the reasons that people make certain food choices. Ask students about what influences their food choices. Ask students to define “taboo.” Discuss food taboos and any that the students may have.

Discuss *MyPlate*, the Dietary Guidelines for Americans, and food choices that lead to balanced nutrition. Ask students about the impact of culture on food and beverage choices as related to *MyPlate* and the Dietary Guidelines. Discuss cultural impacts on the balance of nutrition (i.e., availability of foods in certain regions, taboos that limit food groups, etc.).

Practice and Assessment

Divide students into small groups. Have students choose or assign a different country to each group. Ask them to research their country and identify the breakfast items that are typical of the country. Ask them to identify any special dietary needs of populations in the country (i.e., religious food restrictions, food taboos, etc.).

Have each group prepare a presentation on breakfast in their country for the class. They can use any kind of creative method that they would like (i.e., song/rap, skit, poster, PowerPoint, etc.). Provide craft supplies, magazines, markers, and poster paper, as needed.

As an extension of the group activity, have each student go to the ChooseMyPlate.gov website and identify the number of servings of food and beverages that he or she needs each day. Have them plan a day’s menu based on their needs and foods from the country which they researched. Have them be sure to follow the dietary restrictions and/or food taboos of the culture.

Optional Activities

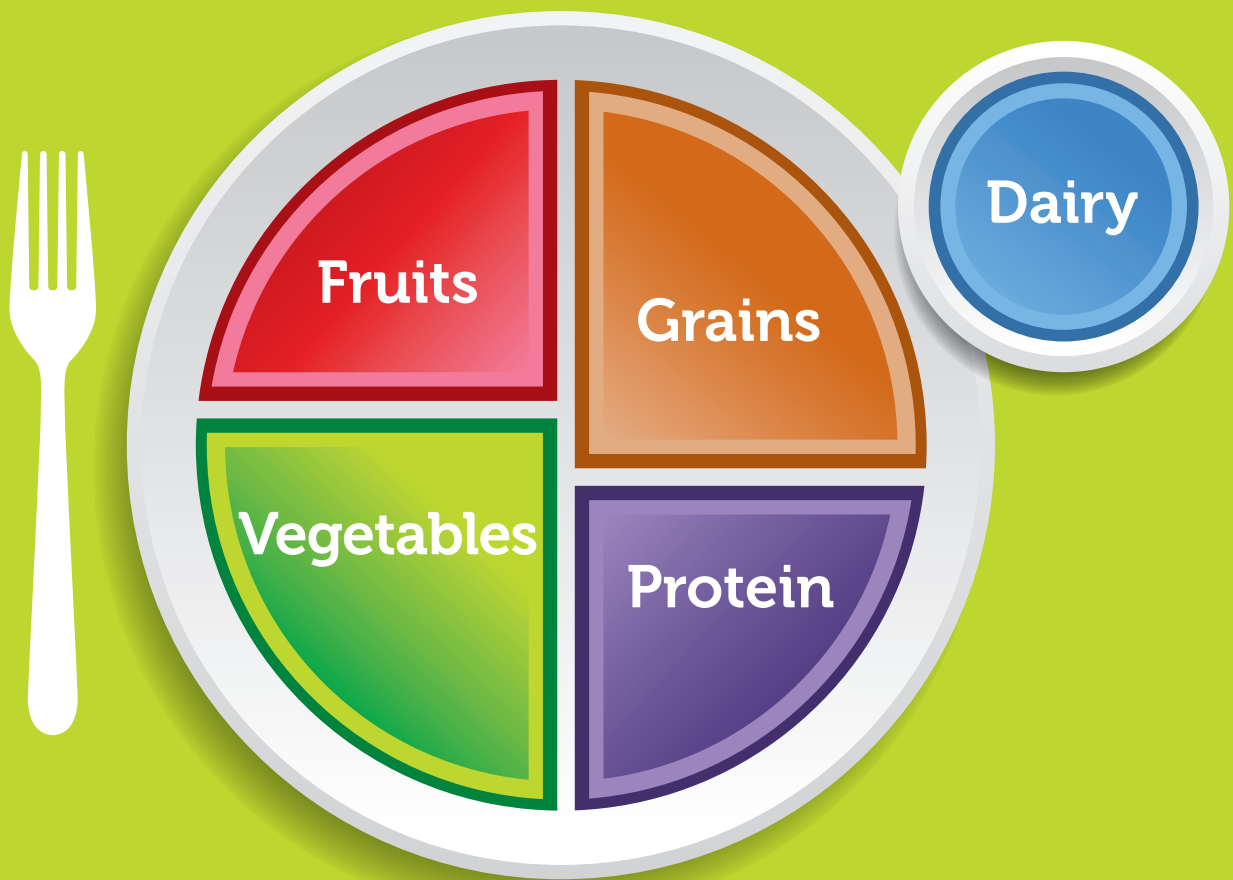
Referring to the group project from Practice and Assessment, allow an extended period of time for the groups to prepare their presentations. Encourage each group to prepare and eat a sample breakfast from the country they were assigned at home with their families.

If they do sample a breakfast, ask them to collect reactions to the experience of preparing and tasting the recipe from their family members. This information can be included in the presentation. Students may also wish to include photos or video of the preparation or eating

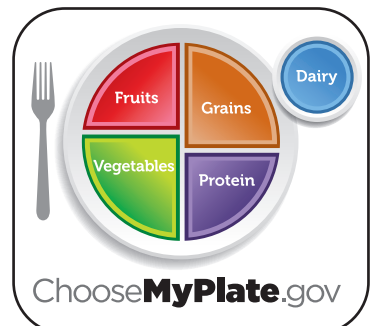
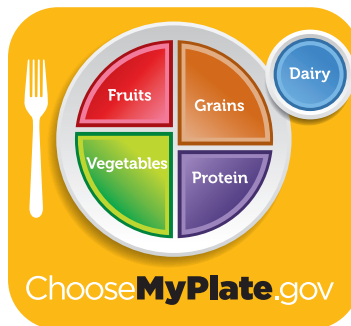
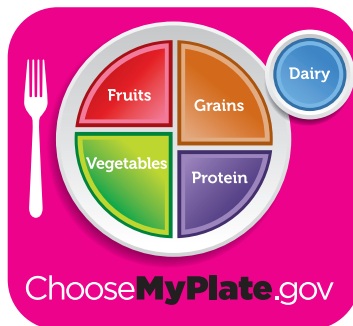
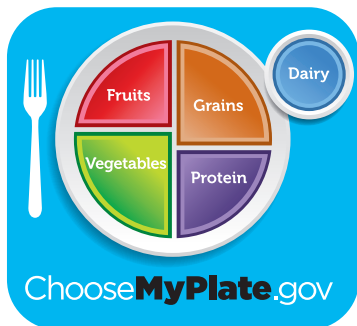
experience in the presentation. Have the groups provide recipes for the foods that were prepared, if applicable.

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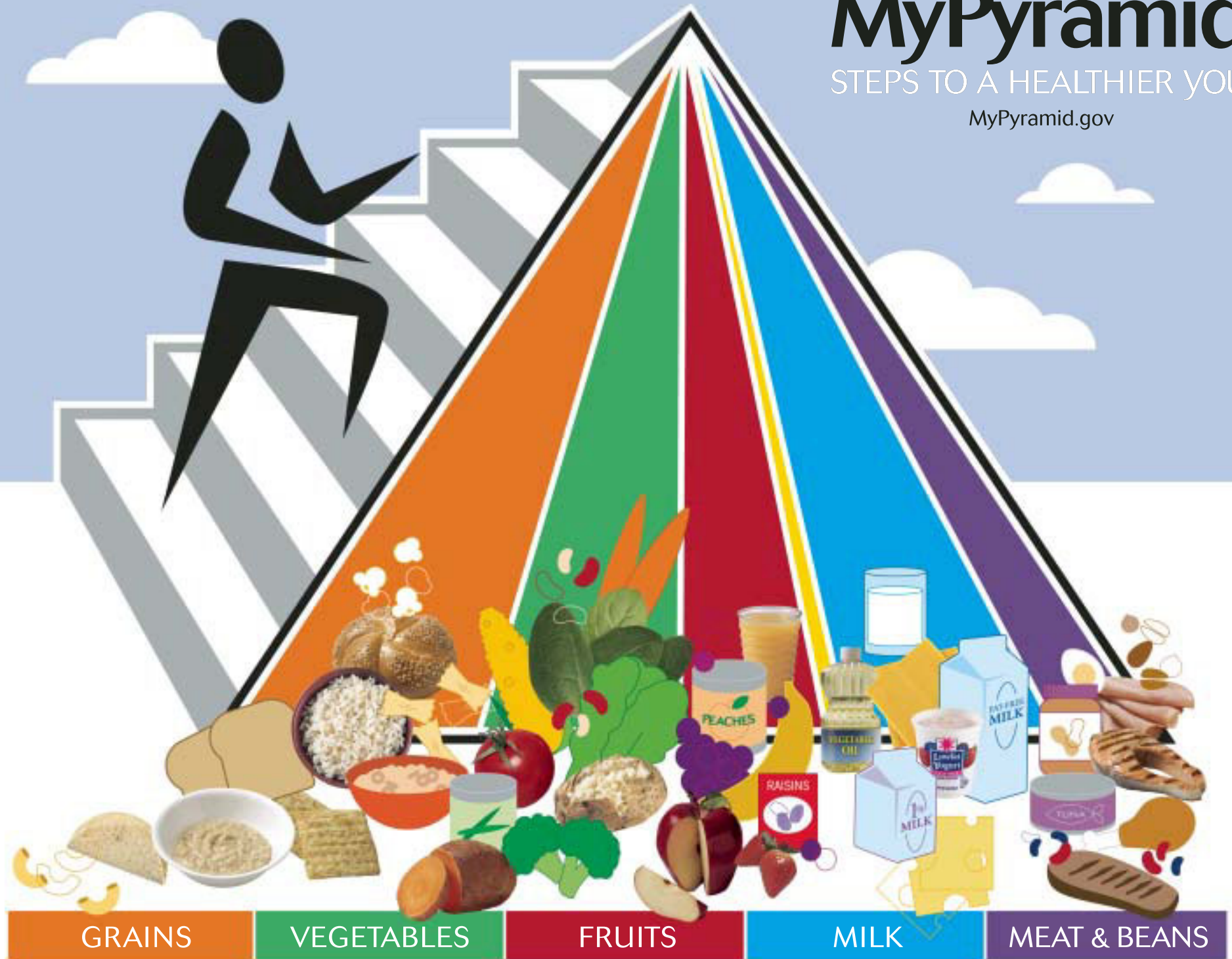
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MyPyramid

STEPS TO A HEALTHIER YOU

MyPyramid.gov



GRAINS

Make half your grains whole

Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day

1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or 1/2 cup of cooked rice, cereal, or pasta

VEGETABLES

Vary your veggies

Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens

Eat more orange vegetables like carrots and sweetpotatoes

Eat more dry beans and peas like pinto beans, kidney beans, and lentils

FRUITS

Focus on fruits

Eat a variety of fruit

Choose fresh, frozen, canned, or dried fruit

Go easy on fruit juices

MILK

Get your calcium-rich foods

Go low-fat or fat-free when you choose milk, yogurt, and other milk products

If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages

MEAT & BEANS

Go lean with protein

Choose low-fat or lean meats and poultry

Bake it, broil it, or grill it

Vary your protein routine — choose more fish, beans, peas, nuts, and seeds

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

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Eat 2 1/2 cups every day

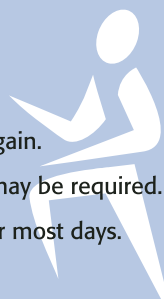
Eat 2 cups every day

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

Eat 5 1/2 oz. every day

Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.



Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, *trans* fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.



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Grades 9-12

Studying Breakfast

Healthful Living Objective(s)

- 4.01 Delineate how healthy eating and physical activity can reduce the risk for chronic diseases (e.g. obesity, heart disease, cancer, diabetes, hypertension, and osteoporosis).
- 4.08 Differentiate between healthful and harmful food and beverage consumption habits.

Biology Objective(s)

- 1.05 Analyze reports of scientific investigations from an informed, scientifically literate viewpoint including considerations of appropriate sample, adequacy of experimental controls, replication of findings, and alternative interpretations of the data.
- 4.04 Analyze and explain the interactive role of internal and external factors in health and disease: Nutrition.

English Language Arts Objective(s)

English I

- 3.02 Express an informed opinion that: states clearly a personal view; is logical and coherent; and engages the reader's interest or curiosity.
- 3.03 Support that informed opinion by: providing relevant and convincing reasons; using various types of evidence, such as experience or facts; using appropriate and effective language, reasons, and organizational structure for the audience and purpose; and demonstrating awareness of the possible questions, concerns, or counterarguments of the audience.

English II

- 3.01 Examine controversial issues by: sharing and evaluating initial personal response, researching and summarizing printed data, developing a framework in which to discuss the issue (creating a context), compiling personal responses and researched data to organize the argument, and presenting data in such forms as a graphic, an essay, a speech, or a video.

English III

- 3.01 Use language persuasively in addressing a particular issue by: finding and interpreting information effectively, recognizing propaganda as a purposeful technique, establishing and defending a point of view, and responding respectfully to viewpoints and biases.
- 3.03 Use argumentation for: interpreting researched information effectively; establishing and defending a point of view; addressing concerns of the opposition; using logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies) and sophisticated techniques (e.g., rhetorical devices, parallelism, irony, concrete images); and developing a sense of completion.

English IV

- 3.02 Organize and deliver an argument so that an intended audience respects it by: wording the

claim clearly, specifying reasons in support of the claim that are likely to be convincing, and adopting an appropriate tone and stance toward the issue.

Information Skills Objective(s)

- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia, web-based) appropriate to audience and purpose.
- 5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia, web-based).

Teacher Resource(s)

- U.S. Department of Agriculture, School Breakfast Toolkit, *Benefits of Breakfast* Flyer, www.fns.usda.gov/cnd/Breakfast/expansion/benefitsbreakfast.pdf
- Food Research and Action Center (FRAC) *Annotated Bibliography, Research on the Impacts of Breakfast on Children and Adolescents*, www.frac.org/pdf/bkfst_impact_bibliog.pdf
- *Chronic Disease Prevention and Health Promotion*, Centers for Disease Control and Prevention (CDC), www.cdc.gov/chronicdisease/index.htm
- *How to Read a Scientific Paper* Tutorial, www.lib.purdue.edu/phys/inst/scipaper.html

Material(s) Needed

- Markers
- Poster paper

Handout(s)

- Studies chosen from the FRAC *Annotated Bibliography*

Focus

Ask the students if breakfast is a healthful or harmful habit and why they think it is healthful or harmful. Give each student or pair of students a statement from the *Benefits of Breakfast* flyer. You may choose to include some false statements as well. Ask the students to write if they agree or disagree with the statement and why. Those students with the same statement can join in a group and discuss their thoughts. End with a class discussion about the statements, noting that the statements from the *Benefits of Breakfast* flyer are conclusions from articles based on scientific investigations.

Review the steps of the scientific method with students and how those steps are used in investigations. List some examples of investigations related to breakfast as found in the resources section of the *Benefits of Breakfast* flyer and the FRAC *Annotated Bibliography, Research on the Impacts of Breakfast on Children and Adolescents*. Note that some of these investigations look at breakfast and risk for chronic diseases. Identify different chronic diseases.

Teacher Input

Discuss the components of a scientific report using the tutorial, *How to Read a Scientific Paper*.

Choose one of the articles from the FRAC *Annotated Bibliography*, and give a copy to each student. Have the students scan the article to find the different components of the report.

Read through the article with the students, evaluating it using the following questions:

- What is the hypothesis of the experiment?
- Was the sample size appropriate?
- What were the experimental and control groups? Were the controls adequate?
- Did the investigators replicate their findings?
- Was enough information included in the report to duplicate the experiment?
- Was the interpretation of the data appropriate? Did they provide any alternative interpretations?

Have the students assist you in summarizing the results of the report. Discuss the following questions based on the article results:

- What impact do the results have on the importance of breakfast for students?
- Do the results link breakfast with a reduction in chronic disease?
- What healthful and harmful food and beverage consumption habits does the report identify?
- Has the report influenced your view of breakfast?

Practice and Assessment

Separate students into small groups. Provide them with a copy of one article from the FRAC *Annotated Bibliography*. Allow the small groups time to review the article using the questions from Teacher Input, and have them prepare a summary. Give each group poster paper and markers for their summary, and then allow time for the groups to present to the class.

Alternatively, students can utilize technology to develop their presentation in various media formats. The posters or other media can later be displayed in the classroom.

Outside of class, have each student design an experiment related to breakfast, healthful and harmful food and beverage consumption habits, and risk of chronic disease. Ask them to be sure to include a hypothesis, sample size, and experimental and control groups.

Grades 9-12

Not Skipping Breakfast

Healthful Living Objective(s)

- 4.04 Analyze the benefits of nutrients such as folic acid.
- 4.08 Differentiate between healthful and harmful food and beverage consumption habits.

Biology Objective(s)

- 4.04 Analyze and explain the interactive role of internal and external factors in health and disease: Nutrition.

Civics and Economics Objective(s)

- 7.02 Explain how scarcity influences producers and consumers to make choices.
- 7.03 Compare examples of tradeoffs and opportunity costs of economic choices.
- 10.05 Describe examples of recurring public problems and issues.

Computer/Technology Skills Objective(s)

- 2.01 Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing classroom assignments and projects.
- 2.02 Select and use appropriate technology tools to efficiently collect, analyze, and display data.

English Language Arts Objective(s)

English I

- 3.02 Express an informed opinion that: states clearly a personal view, is logical and coherent, and engages the reader's interest or curiosity.
- 3.03 Support that informed opinion by: providing relevant and convincing reasons; using various types of evidence, such as experience or facts; using appropriate and effective language, reasons, and organizational structure for the audience and purpose; and demonstrating awareness of the possible questions, concerns, or counterarguments of the audience.

English III

- 3.01 Use language persuasively in addressing a particular issue by: finding and interpreting information effectively, recognizing propaganda as a purposeful technique, establishing and defending a point of view, and responding respectfully to viewpoints and biases.
- 3.02 Select an issue or theme and take a stance on that issue by: reflecting the viewpoint(s) of Americans of different times and places, showing sensitivity or empathy for the culture represented, and supporting the argument with specific reasons.

English IV

- 3.01 Research and define issues of public concern by using a variety of resources such as the media center, on-line resources, interviews, and personal reflection and specifying the

nature of an issue, including the various claims made and the reasoning that supports these claims.

- 3.02 Organize and deliver an argument so that an intended audience respects it by: wording the claim clearly, specifying reasons in support of the claim that are likely to be convincing, and adopting an appropriate tone and stance toward the issue.

Teacher Resource(s)

- Teens Health from Nemours, *Hunger and Malnutrition*,
http://kidshealth.org/teen/food_fitness/nutrition/hunger.html
- Feeding Minds, Fighting Hunger, www.feedingminds.org
 - Hunger and Malnutrition Lessons,
www.feedingminds.org/fmfh/hunger-and-malnutrition/introduction/en/
 - Youth Window, www.feedingminds.org/yw/index_en.htm
- Food Research and Action Center (FRAC)
 - *Breakfast for Learning*, www.frac.org/pdf/breakfastforlearning.PDF
 - *School Breakfast and Lunch*,
<http://frac.org/federal-foodnutrition-programs/school-breakfast-and-lunch/>
 - *School Breakfast Scorecard*,
<http://frac.org/newsite/wp-content/uploads/2009/09/breakfast091.pdf>
- U.S. Department of Agriculture
 - *School Breakfast Toolkit, Benefits of Breakfast Flyer*,
www.fns.usda.gov/cnd/Breakfast/expansion/benefitsbreakfast.pdf
 - *Food Security and Hunger Definitions*,
www.ers.usda.gov/Briefing/FoodSecurity/labels.htm
 - *Key Statistics and Graphics*,
www.ers.usda.gov/Briefing/FoodSecurity/stats_graphs.htm
 - *Food Security in the United States*, www.ers.usda.gov/Briefing/FoodSecurity/
 - *School Breakfast Program*, www.fns.usda.gov/cnd/breakfast/
 - *Food Atlas*, www.ers.usda.gov/FoodAtlas/
 - *Dietary Guidance*,
http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=2&tax_subject=256&topic_id=1342
- Feeding America, <http://feedingamerica.org>
- Share Our Strength, <http://strength.org>

Focus

Breakfast is touted as the “most important meal of the day”, yet for many individuals it seems to be the one meal most often skipped. Ask students to describe reasons that an individual may skip breakfast. These may include limited time, limited money, limited food availability, and dieting. Have students describe a time when they skipped breakfast. Ask them to explain how skipping breakfast affected them. Did they have a hard time concentrating in class? How did they feel physically?

Teacher Input

Discuss the concept of tradeoffs and opportunity costs. Ask students to think about the choice of eating breakfast or getting to school on time, which may be a choice they personally experience. Explain the tradeoffs and opportunity costs of choosing one over the other. Ask students to think about other tradeoffs that may be related to breakfast (e.g., choosing between purchasing school breakfast and purchasing breakfast from a fast food restaurant). Ask students what kinds of tradeoffs and opportunity costs would occur for those experiencing scarcity (e.g., limited food availability and/or money).

Describe some of the physiological effects of hunger using the Teens Health from Nemours *Hunger and Malnutrition* topic and Feeding Minds, Fighting Hunger website. Include common micronutrient deficiencies related to world hunger such as iron, iodine, and Vitamin A in the discussion. Describe the effects of skipping breakfast and experiencing hunger on student learning as found in the FRAC *Breakfast for Learning* resource. Popular breakfast foods, such as whole grain cereal and low-fat milk, are sources for some of the micronutrients of concern. Eating breakfast each day is one step to alleviating hunger and micronutrient deficiencies.

Hunger is a concern not just in other parts of the world, but also in the United States. Using information from the USDA *Food Security and Hunger Definitions* webpage, define food security and insecurity. Discuss some key food security statistics and display graphics from the *Key Statistics and Graphics* webpage. Lead a discussion of contributors to food insecurity and hunger in the United States using information from the USDA *Food Security in the United States* webpage.

Using the USDA *School Breakfast Program* webpage, briefly describe the history of the National School Breakfast Program. Ask students to explain the importance of such programs in light of the effects of hunger and food insecurity and hunger in the United States, as described earlier. Meals served as part of the School Breakfast Program provide one-fourth or more of the daily recommended levels for key nutrients that students need for growth and development. School meals can make a difference in the lives of students.

Practice and Assessment

Using the *Food Atlas*, have students divide into groups to research the food environment of their county. Ask them to discuss any aspects of the food environment that may contribute to hunger and malnutrition. Talk about the ideas as a class.

Divide students into teams to prepare a plan for a campaign to promote school breakfast. The plan should be thorough and include the following:

- A 1-2 page introduction that details why they want to promote school breakfast (Remind them of the scarcity, tradeoffs/opportunity costs, hunger and food insecurity, and local food environment discussions of the lesson.)
- A timeline for the promotion
- How school breakfast will be promoted

- The tools and materials needed
- The role of each person on the team
- The school personnel that will need to be involved

Have each student research one of the common micronutrient deficiencies discussed earlier, and prepare a fact sheet or brochure on the micronutrient. The brochure should include the functions and benefits of the nutrient, the physiological effects of a deficiency of the micronutrient, the amounts of the micronutrient that are needed for their age group, and foods or beverages rich in the micronutrient. The USDA *Dietary Guidance* webpage can serve as a resource for students.

Optional Activities

As an extension of the team school breakfast campaign project, have each team present their plan to the class. The class will vote on their favorite plan. The team whose plan is chosen will lead the rest of the class in implementing the plan.

Assign each student the task of developing a list of both public and private food assistance programs in their county. Have them prepare the list as a reference for individuals who might come into contact with someone who would need assistance. The Feeding America website offers a locator tool to find food banks or pantries that serve your local community. The Share Our Strength website offers a tool to search for food security programs, services or events in your area.

Plan a classroom food drive for a local food assistance program. Have the class coordinate food collection and delivery. Encourage students to volunteer to help distribute food at the local food assistance program.