

BREAKFAST LESSON TWO: GRADES 3-5

Making Sure We Eat Breakfast Each Morning



The GOALS of this lesson are to:

- help children understand the reasons for eating breakfast (HEALTH, SCIENCE)
- develop an awareness among children of personal breakfast eating habits (HEALTH, MATH)
- identify reasons for missing breakfast and ways to include it in a daily routine (PROBLEM SOLVING)

This lesson has four components: a **DISCUSSION** of reasons for eating breakfast; a short **ACTIVITY** in which children calculate the amount of time between going to bed and getting up in the morning; a **DISCUSSION** of reasons for missing breakfast; and a group **ACTIVITY** identifying possible strategies for overcoming barriers to eating breakfast. Additional **ACTIVITIES** are provided.



DISCUSSION

Begin the discussion by having students share what they did to get ready for school this morning. To do this, have students volunteer to act out or draw a picture of themselves getting ready for school. As a class, analyze the acting or pictures to determine if breakfast is a part of the morning routine presented and decide whether it is important to include breakfast as part of a morning routine.

Lead into a discussion of eating breakfast and reasons why breakfast is important. Use the following questions to guide the discussion:

Why is breakfast important?

Why do you eat breakfast?

How do you feel when you eat breakfast?

As students answer these questions, create a web of reasons for eating breakfast on the board. In the center of your web write “reasons for eating breakfast.”



ACTIVITY

Highlight the importance of breakfast by demonstrating how much time lapses between going to bed and eating breakfast. Create a timeline starting with “waking up” and ending with “waking up the next morning.” Have children figure out how many hours there are between going to bed and getting up in the morning. Now have them calculate how many hours they usually have between breakfast and lunch or lunch and dinner. Compare the two.



DISCUSSION

How much time is there between when you eat at night and when you get up in the morning?

How much time is there between when you eat lunch and when you eat dinner?

Is there more or less time between eating dinner and getting up the next morning or between eating lunch and eating dinner?

If you wake up and skip breakfast, how much time is there until you eat lunch?

How do you think you will feel if you skip breakfast?

NOTES

What are some reasons we might not eat in the morning?

- not hungry yet
- no time
- rather sleep
- don't like what's in the house to eat

Breakfast is a meal that “breaks the fast” between when we eat at night and when we get up in the morning. It gives us energy to start the day.

Problem solve in small groups or as a class using the following activity:

ACTIVITY

Break students into small groups. Assign each group one of the reasons mentioned for missing breakfast. Have students create a web of possible solutions (similar to the web used in the discussion of reasons to eat breakfast). Have each group share their solutions and discuss.*

*If your school has a School Breakfast Program, identify School Breakfast as a possible solution if the children don't mention it. For children who don't have time to eat at home, aren't hungry when they get up, or don't have adequate food at home, School Breakfast is a wonderful option. Your school food service director can help you get information about the program to the children.

ADDITIONAL ACTIVITIES

Choose one or more of the following activities to reinforce the lesson and problem-solving activity:

Invite the food service director or cafeteria manager to talk about the importance of eating breakfast and your school's breakfast program. Discuss ways to advertise the program to other children in the school. Have each child design an advertisement for the program. Arrange with the food service director to post the advertisements around the school and/or publish them in your town's newspaper. (Be sure to provide adequate “prep” for this activity. Look at some advertisements ahead of time and discuss reasons to advertise, quality of letters and colors used in ads, etc. Provide a variety of materials for students to use if possible.)

Post a large sheet of newsprint with the following questions and response options:
Did you eat breakfast today? (provide “yes” “no” response)

Where did you eat? (provide “at home,” “in the car,” “on the bus,” “at school” as responses)

Provide enough room for students to respond to each question with a tally mark. As students arrive for school, have them place a tally mark next to the appropriate answer to each question. Tally the results and share them with the class. Using survey results from the first day, set a class goal for eating breakfast. Survey the children each day for a week or two. See how close you come to reaching your class goal.

NOTES

Have students write a cartoon strip, rap, or other musical piece about the importance of eating breakfast each day.

Have children keep a breakfast journal for a week in which they record what they ate, where they ate, and how they felt. At the end of each journal entry, have them decide whether they ate a nutritious breakfast and why it was nutritious. At the end of the week have them draw conclusions about their breakfast eating habits and record any changes they plan to make as a result of keeping a journal.

Provide students with different scenarios such as “in the car,” “at a fast food restaurant,” “on the bus,” “at a convenience store,” and “at home.” Have them decide what nutritious foods they could eat in each situation. Share results and discuss.

Work in small groups to develop and present a skit about the importance of eating breakfast every day. If possible, perform the skit for younger classes in the school.

Publish a class book about breakfast that includes poems, stories, recipes, pictures, etc.

Have students write a *haiku* poem about breakfast. A haiku is an unrhymed Japanese poem. It has three lines that contain a total of five, seven, and five syllables respectively. Example:

Breakfast every day
Energy to play and learn
Breakfast, it's for me

Have students design their own cereal box. Your imagination is the limit, but possible suggestions include: drawing a picture of themselves and creating a cereal name and slogan for the front; creating a breakfast game or puzzles for the back; listing reasons to eat breakfast for one side panel; and listing strategies for eating breakfast every day for the other panel.

Research foods eaten for breakfast in different countries or cultures and report to the class. Make a collective collage on a display board. Take it with the “traveling skit” (see above) or display it in the library, lobby, or other prominent place in the school.