

Breakfast Eaters

Pillar: Healthy Eating

Division: I

Grade Level(s): 1-3

Core Curriculum Connections: Language Arts and Mathematics

I. Rationale: A balanced diet is essential for the optimal growth, development, and overall well-being of children. In an effort to help children improve their eating habits and empower them to make healthier food choices, this lesson focuses on introducing children to a variety of healthy foods that can be eaten for breakfast. Because children do not always have control over everything they eat, they learn about the variety of healthy breakfast options that are available to them from all of the food groups. The main emphasis is stressing the importance of eating breakfast every day, ideally from all of the food groups. Students represent their breakfast learning in multiple ways. First, graphing skills are utilized as children collect, analyse, and represent breakfast data resulting from a class survey. Then, students promote the importance of eating a healthy breakfast by creating a poster that shares what they have learned about the benefits of eating breakfast.

II. Activity Outcomes:

The students will:

- conduct a classroom (or school-wide) survey to determine who eats breakfast. Keep in mind some children may not have control whether they have breakfast or not due to food security or other issues.
- identify and understand the reasons why eating breakfast is so important.
- be motivated to eat breakfast every morning and encourage others to eat breakfast as well by promoting the various benefits derived from eating a healthy breakfast.

III. Curriculum Outcomes:

Mathematics	Language Arts
Statistics and Data Analysis General Outcome: Collect, display and analyze data to solve problems.	Grade 2 1.1 Discover and Explore Express ideas and develop understanding · express or represent ideas and informations resulting from activities or experiences with oral, print and other media texts
Grade 2 Specific Outcomes : 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4–1.3, C7–1.1]	Experiment with language and forms · use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information
2. Construct and interpret concrete graphs and	4.3 Present and Share

<p>pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7–1.3]</p>	<p>Present information · present ideas and information by combining illustrations and written texts</p> <p>Enhance presentation · clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments</p>
<p>Grade 3 Specific Outcomes: 1. Collect first-hand data and organize it using:</p> <ul style="list-style-type: none"> • tally marks • line plots • charts • lists <p>[C, CN, PS, V] [ICT: C4–1.3]</p>	<p>Grade 3 1.1 Discover and Explore Express ideas and develop understanding connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts</p>
<p>2. Construct, label and interpret bar graphs to solve problems. [C, PS, R, V] [ICT: C4–1.3, C7–1.3, C7–1.4]</p>	<p>1.2 Clarify and Extend Combine ideas · experiment with arranging and recording ideas and information in a variety of ways</p>
	<p>2.4 Create Original Text Generate ideas · experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts</p>
	<p>3.3 Organize, Record and Evaluate Record information · list significant ideas and information from oral, print and other media texts</p>
	<p>3.4 Share and Review Share ideas and information · organize and share ideas and information on topics to engage familiar audiences</p>
	<p>4.3 present and share Present information · present ideas and information on a topic, using a pre-established plan</p> <p>Enhance presentation · use print and non print aids to illustrate ideas and information in oral, print and other media texts</p>

IV. Materials:

- poster paper, graph paper, and chart paper
- art supplies
- Breakfast Eating form (at end of lesson)
- masking tape
- [Eating Well with Canada's Food Guide](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php)
(<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>)

V. Preparation and Teacher Background Information:

- Set up a graph on chart paper by drawing two columns, labelled: YES and NO.
- Draw an outline of a child on a piece of chart paper and hang it up in the group area.
- Make one copy of the Breakfast Eating Form for each child.
- Background Information for Teachers (following the lesson) - helpful to review prior to the lesson

VI. Procedure:

1. Start by surveying the class to collect data. Ask: Did you eat breakfast this morning – yes or no? Have children place a tally mark in column that represents their answer.
2. Gather children around the graph and ask the following questions:
 - What information does this graph tell us?
 - What would be a good name for this graph?
 - How many students ate breakfast this morning?
 - How many students did not eat breakfast this morning?
 - Did more students eat breakfast than not eat breakfast?
3. Students can represent data in various types of graphs: bar graph, pictograph etc. dependent on grade level outcomes. See curriculum outcomes in this lesson.
4. Ask the children who ate breakfast to give examples of some of the things that they ate.
5. Talk with children about the importance of eating breakfast every morning. Using the outline on chart paper, discuss and record the following benefits of eating breakfast on the outline:
 - helps brain grow and think
 - helps body grow
 - makes bones strong
 - helps legs run and jump
 - makes stomach feel full until lunch or snack time
 - provides vitamins and minerals
6. Explain to children that when we don't eat breakfast, we can feel tired, grouchy, and cranky. We might not have the energy to run or play. We may not be able to think about our school work or answer questions effectively.
7. Help children learn about their breakfast habits by filling out the breakfast food chart.
8. Give each child a copy of the chart. Have them complete the chart at home and return it to school the following week.
9. Discuss children's breakfast eating habits and reasons for not being able to eat breakfast. Brainstorm with children different ways that they can remember to eat breakfast every morning (i.e., get up earlier, put out the cereal box the night before, plan with their family what to eat for breakfast the night before, participate in the breakfast program at school and so on).
10. One at a time, ask each child to state one way they think will help them to eat something for breakfast every morning and set a goal to try these strategies in the future.

VI. Extensions and Variations:

- Children can perform a school wide survey among other classrooms. Help children create a simple survey that they can use to record their information. Then, ask each child to interview four other students and record their answers. Using the data they collect, help them to chart and or graph their findings. Bar graphs would be an effective way to compare data among classes.
1. Create word problems based on the information obtained from the surveys and math questions based on the graphs.
 2. Invite children to use what they have learned about the importance of eating breakfast to create posters that advertise the benefits of eating breakfast in the morning.
 3. Divide the class into 5 groups, and have them work together to create their breakfast poster.
 4. Display posters in a classroom, hallway, or the school cafeteria.

VII. Assessment Ideas:

- Student graphs can be collected and evaluated.
- Orally assess students' understanding and interpretations of the meaning of the information represented on the graph.

VIII. Teacher Background Information:

Food is important because it helps children grow and develop, and can help set a foundation for good health. Foods provide fuel and nutrients that growing children need. It is important for children to eat every meal and not to skip meals. One of the most important meals is breakfast.

Eating breakfast is a simple first step towards improved mental and physical performance among children. Breakfast also contributes significant nutrients and calories to the diet, and the nutrients missed by skipping breakfast are not compensated for in following meals. Also important is the role of breakfast in increasing fibre intake. Fibre is important in that it helps to maintain health and prevent disease, especially heart disease and some types of cancer.

Fibre also helps a person feel fuller more quickly. Although many children are not consuming enough fibre in their diets, those children who regularly eat breakfast tend to get 1 to 3 grams more dietary fibre per day than those who skip breakfast. Children ages 4-8 are recommended to consume 25 grams of fibre daily.

Because of these and a number of other health benefits, it is important for children to eat breakfast everyday to improve their learning, memory, and physical wellbeing. This means choosing a combination of wholesome foods that supply approximately one-fourth to one third of daily vitamins, minerals, protein, and carbohydrates needed by the body. Such foods can include low-fat milk, yogurt or other dairy products; 100% fruit or vegetable juice; fresh, frozen, canned, or dried fruit or vegetables; eggs, beans, lean meats, peanut butter, ready-to-eat cereals; and whole grain bread, bagels, low-fat muffins, rice cakes, and other grain-based products.

Many breakfast foods and beverages are high in a variety of vitamins, minerals, and nutrients (for example, foods such as whole grains are high in fibre). Fruits and vegetables, including 100% fruit and vegetable drinks, are high in vitamins and minerals, low in fat and high in fibre. Low-fat milk products contain the same amount of vitamins and minerals and less fat than whole milk products. All breakfast foods can be eaten in moderation.

- *Variety – eat foods from all food groups. A variety of foods from all food groups are needed each day for good health.*

- *Proportionality – This is shown on the food guide by the different widths of the food group bands. The widths suggest how much food a person should choose from each group.*
- *Moderation – Choose forms of foods that limit intake of saturated or trans fats, added sugars, cholesterol, salt, and alcohol.*
- *Activity – be physically active every day.*

Generally, the recommendations for each food group include:

- *Vegetables and Fruit:*
 - Vary your veggies – try to choose one orange and one dark green vegetable each day.*
 - Fruits: Eat a variety of fruits- choose whole fruits more often than 100% fruit juices*
- *Grains Products: Make at least half your grains whole grains.*
- *Milk and Alternatives: Get your calcium-rich foods – choose low fat most often.*
- *Meat and Alternatives: Go lean with protein – choose lean meat, fish and poultry. Vary your choices include more meat alternatives such as, beans, peas, nuts, and seeds.*

Day	Did I eat breakfast ? Yes or No	What foods did I eat?				
		Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Foods that do not fit into the 4 food groups "Foods to limit"
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

