

Start Smart Eating & Reading

★ A fun-filled breakfast, nutrition, and reading program for 1st and 2nd grades ★

Module Two: Many Foods Make a Morning Meal

Lesson Overview

This lesson focuses on the fact that breakfast is *when* you eat (in the morning!) not *what* you eat. Through reading and discussion of *Gregory, the Terrible Eater*, children learn that different people (and goats!) have different tastes. This reinforces the concept that many foods can be eaten for breakfast. After the story, children can then participate in one or more activities, including a no-cook food activity, an activity sheet that reinforces the importance of making healthy choices and a breakfast mini-board game. Finally, the children can apply these concepts as they track their daily breakfast habits.

Objectives

Children will:

- Discover that breakfast can include many different kinds of nutritious foods.
- Learn to choose foods according to MyPyramid food groups
- Participate in activities that reinforce the importance of making choices that result in a balanced and varied breakfast.
- Keep track of daily breakfast consumption.

What you will need

To Teach and Supplement the Lesson:

1. Teacher/Leader Resource Page
2. *Gregory, the Terrible Eater*, by Mitchell Sharmat (©1989, Scholastic)
3. Breakfast Every Day! classroom poster
4. Breakfast Mix-n-Match Game Cards ⌚
5. **Reproducible Handouts:**
 - B-R-E-A-K-F-A-S-T! Rap / Let's Eat Breakfast ⌚
 - For Your Breakfast ⌚
 - Breakfast Song ⌚
 - (Almost) Any Food is Breakfast Food ⌚
 - All Aboard for Breakfast! (board game) ⌚
 - My Breakfast Every Day individual calendar ⌚
 - "Breakfast Bites" (parent newsletter) ⌚
6. **Recorded Music:**
 - Breakfast Rap, Let's Eat Breakfast, For Your Breakfast, Breakfast Song ⌚

For the Food Activity (Wrap it up!): ⌚

- Tortillas
- Reduced fat cream cheese

Some or all of the following fillings:

- Sliced tomatoes
- Fresh spinach leaves • Cucumber slices
- Grated carrots or zucchini
- Sliced olives • Jicama slices • Salsa
- Other fresh vegetables

(Note: Sprouts are not recommended as a filling due to possible bacterial contamination)

⌚ = As time allows

ATTENTION LEADERS

The best way to teach students the importance of eating breakfast is to model healthy habits. Make a point to mention your own breakfast habits throughout the year. This can be as simple as saying, "I've had my breakfast and I'm ready for the day!"

Equipment/Supplies:

- Serving spoons/utensils for fillings
- Plates, dull knives (one for each student)

Most importantly:

- Clean hands and a clean work surface!

Teaching the Lesson

Before you begin, review the *Teacher/Leader Resource Page*.

Introduce the lesson by asking the children to raise their hands if they ate breakfast this morning. Allow them to briefly share their experiences, including the type of foods eaten and the reasons that maybe some children didn't have anything to eat. Ask the children what they think a "breakfast food" is. Briefly discuss how many different nutritious foods can be eaten in the morning. Point out that breakfast is *when* you eat (in the morning), not *what* you eat.

DO

1. Read the book, *Gregory, The Terrible Eater*, to the children. After you are finished, lead a brief discussion of the story. Questions you might ask are included in the box at right.
2. Sing one of the songs/raps about breakfast. Use the recorded songs (copy from the website to a CD) and word sheets to help the children learn the song. Two songs have teaching tracks recorded. 🕒
3. Choose one or more of the following breakfast activities: 🕒

(Almost) Any Food Is Breakfast Food

This activity sheet reinforces that many different foods are good choices for breakfast, but foods with little nutrition (i.e., candy, soda pop, fried chips) are not. There is also a tie-in with the book, *Gregory, the Terrible Eater*, when children are asked to identify the foods "only a goat would nibble on."

All Aboard for Breakfast (mini-board game)

To play this game, you will need two or four players, one die and a game piece marker (something of child-safe size and material) for each child. Children roll the die, move their marker and either land on a healthy breakfast food or land on a square that gives them other directions. The first to reach the finish line—school—is the winner.

Breakfast Mix-N-Match Cards

Use the breakfast cards to reinforce the messages that (1) a good breakfast can include many foods that might not be traditional breakfast foods, and (2) eating from a variety of food groups is important.

- Play "Make a Breakfast" game. Pass out one card (face down) to each child. When you say "Go," the children look at their card and search for at least two (or three or four) partners who have cards that make a complete breakfast (i.e., not the same food groups). Talk about including foods from a variety of food groups.

REFLECT

Gregory, The Terrible Eater

Ask the children:

- What kinds of food does Gregory like to eat?
- What do his parents want him to eat?
- Do you think Gregory is a terrible eater?
- Why do Gregory's parents think he is a terrible eater?
- There are a lot of different foods to choose from. Is it OK to like some foods better than others?
- Is it OK to have different kinds of foods for breakfast? What are your favorite foods to eat in the morning?
- On the last page, what are Gregory and his parents eating for breakfast? Do you think Gregory changed his parents' minds about choosing different foods?
- This is a silly story. Goats do sometimes nibble on paper and clothing but that is not what they usually eat. Who knows what goats really eat? (ANSWER: hay, alfalfa, oats, corn and apples)

- Play “Go Get Breakfast” (a variation of “Go Fish”). You’ll need two sets of the cards. Two to four players are dealt five (or more) cards each. The remaining cards are stacked face down in the center of the play area. Children look at the cards in their hand and find cards that match exactly. Each child puts any matching pairs in a personal pile. To try to find a match for one of the remaining cards in his hand, the first player asks one other player for the specific card he wants. If the second player has the card, she gives it to the first player, who can then add the pair to his pile. If the second player does not have a matching card, she says “Go Get Breakfast!” and the first player draws the top card from the center pile. In either case, if there is a match, the player who lays down the pair gets a second turn. If there is no match, play proceeds to the next player in the circle. The player with the most cards in his or her pile wins.

Food Activity: Wrap it Up!

1. All children and instructors should thoroughly wash hands with hot, soapy water for at least 20 seconds (for the duration of the A-B-C song).
2. Set up a clean table with the ingredients, plates, knives, etc. listed on page one in the “What You Will Need” section.
3. Instruct students to assemble their own Wraps:
 - Start with a tortilla. Spread a thin layer of cream cheese over the entire tortilla.
 - Add fillings of your choice.
 - Roll up, eat and enjoy!

APPLY

Try the following:

- Encourage children to include a fruit or vegetable at breakfast every day, and keep track of their progress using the individual “My Breakfast Every Day” calendar. Keeping records can be a great boost to behavior change.
- Fill in students’ names and display the classroom poster “Breakfast Every Day!”. Explain that you will place a sticker, stamp or mark by their name for every day they report eating breakfast.
- Ask children to share the “Breakfast Bites” newsletter with their parents and make a healthy wrap at home.

Going Further

1. Send home copies of “Breakfast Bites,” an activity-based newsletter for parents and children to share.
2. Reinforce breakfast concepts every day with a “60 seconds” activity. Some ideas:
 - Sing one of the songs about breakfast.
 - Discuss the school breakfast menu. Ask students to categorize menu items according to the type of food (e.g., fruit, vegetable, dairy, protein, grain).
 - Ask, “Does your family ever eat any special foods for breakfast?”
 - Ask, “What do you suppose children in (name a country) ate for breakfast this morning?”
3. Make stickers on precut peel-and-stick computer labels that share the messages from this lesson, i.e. “Break the fast.” “I tasted a new food today!” Give them to the children to wear.

REFLECT

Wrap it up!

Ask the children:

- Why is it important to wash your hands if you blow your nose or use the restroom?
- What fillings did you use in your wrap?
- How many different types of food did you include? Name them.
- Will you make this recipe again at home?
- What different ingredients would you like to try next time?

4. More Reading About Eating:

Good Morning, Let's Eat!, by Karin Luisa Badt (©1994, Children's Press) A great children's reference book that describes what people around the world eat for breakfast.

Is Anybody Up?, by Ellen Kandoian (©1989, Putnam Pub Group)

People in the same time zone (from Alaska to Antarctica) have very different ideas of what is good to eat for breakfast.

Potluck, by Anne Shelby (©1991, Orchard Books)

This ABC book exemplifies a diversity of children and includes a wide variety of interesting foods such as asparagus soup, kale, peanut butter pie, quiche, vegetarian stew, yams and yogurt and a zucchini casserole.

How My Parents Learned to Eat, by Ina R. Friedman (©1987, Houghton Mifflin)

What happens when people from different cultures eat together? This book explores how a Japanese woman and American sailor overcome insecurities about their different eating customs.

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Teacher/Leader Resource Pages

Breakfast Around the World

Multicultural Opportunities

This module is an ideal time to introduce the concept that people around the world rely on a wide variety of foods to nourish their bodies. Because people have moved to America from all over the world, we also see diversity in cultural food habits right in our own country. Below are some ideas for incorporating multicultural concepts into this breakfast lesson:

- Read *Good Morning, Let's Eat*, by Karin Luisa Badt, and discuss what kids in other countries might be eating for breakfast. Another good choice for multicultural education is *How My Parents Learned to Eat*, by Ina R. Friedman.
- As you study other countries or cultures throughout the year, be sure to include information on eating habits and food customs. Encyclopedias and ethnic cookbooks are good resources for this information.
- Celebrate individual cultural differences among the children you are teaching. Invite parents, grandparents or other family members in to share recipes and food habits specific to their ethnic, religious or cultural background.
- Work with your school foodservice director to provide multicultural breakfast choices. Offer ideas for ethnic foods that correspond to the country you are studying.

Teaching Tips

- There are two calendars to track the children's breakfast. The classroom "Breakfast Every Day!" poster can be posted for everyone to see. Fill in students' names and explain that you will place a colored mark or sticker by their name for every day they report eating breakfast. Alternately, each child can keep an individual "My Breakfast Every Day" calendar.

The calendars serve two purposes in this program. The most important goal is to motivate and remind children to eat breakfast every day. A secondary goal is to evaluate the impact that this curriculum has on the breakfast patterns of students. To gain data without right or wrong answers, three colors of markers or stickers could indicate whether the child (1) ate at home, (2) ate at school, or (3) is waiting until lunch to eat. Use the same colors for the entire tracking period. You can add a key to indicate the meaning of each color.

- Be a good role model! Point out examples of foods you may sometimes eat in the morning that aren't traditional "breakfast" foods. Share with students any foods or meal traditions that are specific to your family or culture.
- Reinforce breakfast and nutrition concepts in your classroom all year long. Incorporate some or all of the suggested "60 seconds a day" activities into your regular classroom routine.

- **Keep it Clean & Safe**

If you plan to prepare food in your classroom, be sure to handle food safely. Reinforce and demonstrate the importance of hand washing, clean food preparation areas and proper storage of foods. The "Fight Bac" site is a good resource for food safety education materials and resources. The site is located at <http://www.fightbac.org/>

LESSON ENHANCEMENT IDEAS

- Take a field trip to the zoo (or invite a zoo-keeper as a guest speaker) to discover what goats and other animals eat.
- Take a field trip to an ethnic food market followed by a visit to a traditional grocery store. Ask students to note the similarities and differences.
- Try an alternative recipe for wraps (see **Breakfast Bites** parent newsletter for ideas).
- Ask students to write a story, poem or draw a picture about their favorite breakfast foods.
- Encourage students to design finger and stick puppets of food and other characters and perform a puppet show (Gregory the goat might be one of the characters).
- Ask students to create another verse for one of the songs.

Universal Breakfast in Oregon

Universal Breakfast is served in more than 100 Oregon schools. “Universal” means that all breakfast meals are served at no charge—*free*—to all students in the school. This program is also called “Provisions,” and was enacted by Congress in an effort to reduce paperwork at the local level.

Besides reducing administrative burden, Universal Breakfast removes the free and reduced-price “stigma” surrounding school meals. Another very important benefit is the potential for improving academic outcomes of students.

For more information regarding Universal Breakfast, contact the Oregon Department of Education, Child Nutrition Programs, at 503-378-3600 ext. 2614.

The Food Stamp Program can help families buy nutritious foods. To find out more, call Oregon SafeNet at 1-800-SAFENET (723-3638) or (503) 988-5858 in the Portland metro area.