Activity Synopsis
After listening to a short story, students explore the importance of eating breakfast. They review the Five Food Groups and learn about the “3-out-of-5” rule. Students then use the rule to plan three breakfast menus.

Activity Outcomes
Students will be able to:
- Explain that breakfast gives them energy for work and play.
- Identify at least two breakfast foods from each of the Five Food Groups.
- State that a nutritious breakfast contains foods from at least three of the Five Food Groups.
- Create a nutritious breakfast using the “3-out-of-5” rule.

Cross-curricular Outcomes
Students will be able to:
- Complete a task for which two or more steps are given orally. (Language Arts)
- Follow oral directions to respond appropriately through movements. (Language Arts)
- Share breakfast preferences. (Social Skills)

Activity Length
45-50 minutes

Materials
- MyPyramid for Kids poster
- Smart Starts worksheet
- Food models or pictures of the following items: cereal, yogurt and strawberries
- Crayons, markers, or colored pencils (Going Further optional activity)
- 8 1/2” x 11” piece of white drawing paper, one per student (Going Further optional activity)

Advance Preparation
- Preview the suggested instructional strategy.
- Display the MyPyramid for Kids poster.
- Duplicate the Smart Starts worksheet, one per student.

After you’ve completed this lesson
go to www.dairyspot.com and
- Complete our User Survey with your thoughts on this lesson and the entire program.
- Enter your school librarian or media specialist into our drawing for a chance to win a book bag, filled with dairy and nutrition-related books, for your school library!
1. Begin the activity by reading the following story to the class.

It’s spring break! And you’re going on a trip with your family. You packed your backpack and put it in the trunk of the car. It’s 7 o’clock in the morning. Everyone’s in the car. It’s time to leave. The first stop is the gas station around the corner. The gas tank is full, so you’re ready to start the trip. It’s a nice day! The radio is on, and everyone’s having a good time. It’s now around 11 o’clock. Everyone’s hungry so you stop to eat a quick lunch. The journey continues. You have been in the car a long time…about eight hours. Suddenly, the car starts to make strange sounds. It slows down, little by little; then stops.

Ask students:
- What do you think happened to the car? It ran out of gas.
- How many hours did you ride in the car? 8 hours
- Can you drive a car without filling the gas tank? No Why not? The car needs fuel or gas to run.

Explain that our bodies are like cars; they need fuel to run. Ask students:
- What kind of fuel do our bodies need? Energy
- When do we use energy? Accept all reasonable responses.

Ask students to listen carefully and follow these directions:
- Lift your arms up as high as they will go and clap your hands. Did you use energy? Yes
- Wiggle your nose. Did you use energy? Yes
- Stand up and put your hands on your hips. Bend to the right. Bend to the left. Did you use energy? Yes
- Sit down in your seat. Put your hand on you chest and sit quietly. What do you feel? Chest is moving in and out

Ask students:
- Are you using energy to breathe? Yes
- Does your heart need energy to pump blood? Yes
- Do you need energy to swallow? Yes

Explain that we use energy every time we move our body. In addition, our body uses energy to keep it working properly. Ask students:
- Does your body stop working when it doesn’t have enough fuel? No
- How do you know when it is time to fuel your body? I get hungry, tired, sleepy, or cranky. It’s hard to run, play, or think. It’s hard to pay attention when the teacher is talking. My head hurts. My stomach hurts or makes noises.
- What gives you energy? Food

Pose the following situation.

Let’s say you had a snack at 8 o’clock, before you went to bed last night. And you got up this morning at 7 o’clock.

Ask students:
- How many hours did you go without fueling your body? 11 hours
- Raise your right hand if you think it is important to fuel your body after 11 hours. Why? Accept all reasonable responses.

Write the word “breakfast” on the board. Have students study the word. Ask:
- Does anyone see two smaller words that we can make from the word “breakfast?” Break and fast
- What does “fast” mean? To go without food
- What does the word “breakfast” mean? Break the fast

Explain that eating food in the morning breaks the fast and gives us the energy we need to start the day.

2. Using the MyPyramid for Kids poster, review the Five Food Groups.

Write the term “body-building breakfast” on the board. Encourage students to talk about what they think this term means. Record their responses on the board. Explain that:
- Our bodies need more than energy in the morning.
- Just as a car needs good gasoline, our bodies need energy that comes from good sources.

Ask students:
- What are good sources of energy for our bodies? Foods from the Five Food Groups
- Why do we want to eat breakfast foods from the Five Food Groups? Because they help our bodies grow and stay healthy

Ask students to raise one hand. Explain that:
- Their fingers represent the Five Food Groups. Now ask students to put two fingers down and leave three up.
- A breakfast is body-building if it has foods from at least three of the Five Food Groups. Show food models or pictures as you mention the food.

Ask:
- What food group does cereal go in? Grains
- What food group does yogurt go in? Milk
- With your fingers, show me how many food groups I have so far. Two
If I eat cereal and yogurt, do I have a body-building breakfast? No
If I added strawberries, would this be a body-building breakfast? Yes
What food group do the strawberries go in? Fruits

3. Distribute the Smart Starts worksheet.

Have students choose foods from the food lists to make three body-building breakfasts that meet the listed criteria. Encourage students to select foods they enjoy eating. Give students time to complete their worksheets.

When they are finished, have students pair up and share their breakfast menus with one another. Have students use the “3-out-of-5” rule to determine if the breakfasts are body-building ones. Collect the worksheets.

Check for Understanding

Use the worksheets as a check for understanding. In addition, ask students to do the following:

• Stand up if you think eating breakfast helps you grow.
• Run in place if you think eating breakfast gives you energy.
• Sit down if you think it is a good idea to eat Five Food Group foods for breakfast.
• Raise your right hand and show with your fingers how many food groups make a body-building breakfast.

Going Further:

A Classy Breakfast  If your school has a breakfast program, arrange to visit the cafeteria. Ask the foodservice director or manager to explain what is available for breakfast, how food items are selected, who prepares the food, etc. Arrange to eat breakfast together, as a class.

Big Breakfast Book  Supply the class with crayons, markers, coloring pencils, and 8”x11” blank paper (one for each student). Have students draw pictures to illustrate the key points they learned about breakfast: eating breakfast gives our bodies energy, breakfast foods from the Five Food Groups help our bodies grow, and a nutritious breakfast includes foods from at least three different food groups.

Encourage students to draw what they like to eat for breakfast, and where, with whom, and at what time they eat it. Collect the drawings and bind the pages together in a book. In a reading cycle, have each student share his or her page. Keep the book in the classroom library.

Source: www.nutritionexplorations.org

Celebrate National School Breakfast Week  The School Nutrition Association celebrates School Breakfast Week in March. Check with your foodservice director or visit the National School Nutrition Association Web site at www.schoolnutrition.org for the date and theme for this year’s celebration. Have your class create posters, breakfast recipes, and/or letters to parents about the benefits of breakfast. Collaborate with your foodservice department to celebrate the event.