

**HEALTHY HABITS, TOO**



**Lesson 3:  
Power Your Body and Brain  
WITH BREAKFAST**



**TRIPLE  
PLAY**  
a game plan for the mind, body and soul



## FACILITATING THE LESSON

### PROGRAM OVERVIEW

This program contains the background information, step-by-step plans and handouts you need to teach sessions and conduct activities on 10 topics. Sessions are designed for four age groups: 6-to-9-year-olds, 10-to-12-year-olds, 13-to-15-year-olds and 16-to-18-year-olds.

Generally, each lesson and activity takes about 30 minutes for 6-to-9-year-olds and about 45 minutes for older youth. You can shorten or lengthen the time frame according to the needs and interests of your group.

### LESSON FORMAT

Each lesson includes tools to make it easier for you to teach youth about the topic.

- **Objectives.** Each session is designed to meet specific objectives for each age group.
- **Materials.** Materials needed to conduct the activity are listed at the start of each session.
- **Resources and Handouts.** A listing of resources and handouts details the materials you need to prepare for and facilitate the lesson (all necessary resources and handouts follow immediately after the lesson directions).
- **Advance Preparation.** Steps for preparation are detailed at the start of each lesson.
- **Key Teaching Points.** To guide you in teaching youth about the topic, each lesson summarizes key points, the important lessons youth will take away from the session. Adapt the level of detail you provide to the age and learning level of the group.
- **Leading the Activity.** Step-by-step guidelines are included for leading the activity.
  - *Warm-up Exercise* — To promote physical activity during each session, lead the kids in at least one warm-up exercise and review the benefits of physical activity. Choose an idea from the Get-Moving Exercises list (on page 16 of this Implementation Manual), come up with your own idea or ask kids to think of creative ways to get moving.
  - *Introduction* — Each lesson provides step-by-step instructions to help you prepare for and conduct the lesson. It is a good idea to read the lesson carefully a few days in advance, so you will have time to prepare.
  - *Group Learning Activity* — The group learning activity is the core of each session, the time when youth practice, develop or demonstrate what they have learned. The activities are age-appropriate and designed to be fun while reinforcing key concepts.
  - *Individual Application* — Brief application activities follow the group activity, giving youth a chance to apply learning in their own lives. They also promote small steps toward adopting healthy habits.
  - *Snack Time* — During snack time, youth share new learning and insights.
  - *Take-home Challenges* — At the end of each session, you will find suggested challenges for participants to do at home before the next meeting. These challenges reinforce what members have learned about healthy eating and physical activity.

- **Additional Resources.** Additional websites are listed at the end of each lesson for finding more information on the lesson's topic.

## LEADING THE ACTIVITIES

*Before an Activity.* You will have more success if you do the following before each lesson:

- **Review the Activity.** Review the activities and become familiar with the issues yourself, including key terms used.
- **Prepare Youth.** Before beginning the activities with youth, you may want to spend a few minutes telling them what they will be doing and why, asking questions to see how much they already know and introducing key terms in language they understand.
- **Gather Materials.** Be sure all materials are available before beginning each activity.

*During an Activity.* While conducting the activities/lessons, be sure to:

- **Establish Ground Rules.** Make it clear which behaviors will be acceptable and which behaviors will not be acceptable by setting ground rules and reinforcing them as necessary.
- **Be Patient.** Keep in mind that some activities will be difficult for some youth and easy for others. Encourage, challenge and support youth, but do not push them.
- **Take Advantage of Learning Opportunities.** Be ready for the “teachable moment” and use it to further understanding of the concepts.

*After an Activity.* At the end of each activity or session, it is a good idea to do the following:

- **Provide Closure.** Give youth a chance to reflect on what they have learned after each activity and discussion.
- **Evaluate the Activity.** Consider whether the objective of the activity was accomplished and try to understand why it was or was not.

## RESPONDING TO DIFFERENT AGE GROUPS

Activities in this Resource Guide are geared specifically to youth in the targeted age group. You may, however, want to divide the group of 6- to 9-year-olds, for example, into two smaller age groups. Because there is such a difference in interest, reading level and maturity between a 6-year-old and a 9-year-old, having two groups may be more effective. With the youngest children (6-year-olds), you will have to assist with reading, simplify the language you use and eliminate terms they may not understand.

Youth in the 10- to 12-year-old group present a challenge, especially when it comes to working in groups. This is a time when youth in this age group are developing identity, so peer influences are particularly strong. They may be reluctant to share personal experiences, attitudes or feelings. Give them time to get comfortable and encourage them to speak, but do not force them if they are reluctant.

Youth in the 13-to-15 and 16-to-18-year-old group respond well to performance-based activities such as drama, dance, video, music and anything that involves use of computers.

## LESSON FOR YOUTH AGES 6 TO 9 YEARS

**LESSON OVERVIEW**

Participants assemble breakfast collages — using paper plates and photos cut out from magazines or illustrations they draw — to depict a nutritious breakfast.

**ESTIMATED TIME:** 30 minutes

**OBJECTIVES**

1. Understand why breakfast is important.
2. Identify breakfasts that include choices from three of the five food groups.
3. Know the importance of whole grains.
4. Become aware of the importance of fiber to a nutritious diet.
5. Identify a benefit of eating breakfast that is important to them.

**MATERIALS**

- Flip chart and markers
- Magazines
- Scissors
- Glue sticks
- Art materials
- Paper plates
- Paper
- Index cards
- Pens or pencils

**RESOURCES AND HANDOUTS**

- MyPlate Graphic ([page 163](#))
- Simple Breakfast Ideas ([page 164](#))
- What's Good about Breakfast? ([page 165](#))

**ADVANCE PREPARATION**

1. Visit [Make Half Your Grains Whole](#) on the USDA's ChooseMyPlate.gov website to find tips for eating more whole grains.

2. Write a few simple breakfast menus on a flip chart page:
  - Cereal, milk, banana
  - English muffin, peanut butter, apple juice
  - String cheese, crackers, celery
  - Hard-boiled egg, toast, orange juice
  - Low-fat yogurt, apple, whole-wheat bagel
3. Copy **What's Good about Breakfast?** and **Simple Breakfast Ideas** (one for each child).
4. Select a snack to serve during the session wrap-up.

## KEY TEACHING POINTS

- Eating a nutritious breakfast is important.
- Breakfast gives us energy for moving through the day.
- A nutritious breakfast includes foods from three of the five food groups.
- Fiber is important because it helps move other foods through our bodies and keeps us feeling full.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you know about the importance of eating breakfast? What do you want to know about the importance of eating breakfast?”
2. Ask youth why breakfast is important. Invite them to share what they know.
3. Point out that our bodies use energy even when asleep, so when we wake up, we have gone 10 or more hours without any food. The word “breakfast” means that we are “breaking the fast” after a long night without food — fuel our bodies need.
4. Say that eating breakfast each day can give us energy. If we start the day with a nutritious breakfast, we will have more energy for later in the day.
5. Point out that breakfast helps feed kids’ brains so they can listen better in class, think better, get their schoolwork done and feel better.<sup>1</sup>
6. State that breakfast gives us important nutrients. Remind the group that nutrients are the things in foods that our bodies need to grow, have energy and stay healthy.
7. Say that a nutritious breakfast includes foods from three food groups. Show the **MyPlate Graphic** and the breakfast menus written on the flip chart.
8. Review each of the breakfast menus, asking group members which food groups are represented by them. Ask whether these menus include food from three food groups.

9. Point out that breakfast is a great time to eat a whole-grain food. Ask who can name some breakfast foods in the grains group. Give some examples: whole-wheat bread, whole-wheat tortillas, whole-wheat bagels, whole-wheat crackers, whole-wheat pasta, whole-wheat cereal flakes, oatmeal, cornbread made with whole cornmeal, brown rice and popcorn.
10. Say that whole-grain foods are great for us because they have vitamins, minerals and fiber. Explain that fiber is a special material found in raw fruits, vegetables and grains. It is important because it helps move other foods through our bodies.

FIBER is a material found in raw fruits, vegetables and grains. It is important because it helps move other foods through our bodies.

### III. GROUP LEARNING ACTIVITY — BREAKFAST COLLAGES

1. Give each child a copy of **What's Good about Breakfast?** Invite children to say whether or not they agree with the statements.
2. Read through the list and invite volunteers to offer their responses.
3. Distribute paper plates to all members and say that they are going to each create a nutritious breakfast, using photos cut out from magazines or illustrations they draw.
4. Instruct them to choose foods from three of the five food groups and to choose foods that they enjoy eating.
5. Encourage them to arrange the illustrations or photos as they would on a plate, coloring and decorating their choices.
6. Invite the children to share their completed breakfast collages with the large group, talking about the food choices they made and which food group they belong to.
7. End by asking, "What did you learn about the importance of eating breakfast?"

#### TIP

To create their breakfast collages, children may use [Tux Paint software](#), an award-winning drawing program that can be downloaded free of charge.

### IV. INDIVIDUAL APPLICATION

1. Refer again to **What's Good about Breakfast?**
2. Ask the children to select from this list the benefit that is most important to them.
3. Give children index cards and ask them to write or draw about this benefit and attach it to the back of their breakfast collages.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

## VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again.

1. Try something new from **Simple Breakfast Ideas**.
2. Have a whole-grain breakfast for cereal this week.

## ADDITIONAL RESOURCES

- Visit [ChooseMyPlate.gov](http://ChooseMyPlate.gov) for more information about the importance of whole grains.
- Download a copy of [Power Up with Breakfast](#) nutrition tip sheet for more information about the benefits of breakfast (available from the [Academy of Nutrition and Dietetics](#)).
- The [Kidnetic](#) website offers a recipe section with kid-friendly breakfast recipes.
- The [KidsHealth®](#) website offers additional information on healthy breakfasts for youth.

### CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSON FOR YOUTH AGES 10 TO 12 YEARS

**LESSON OVERVIEW**

Participants work in small teams and assume the role of “breakfast inspectors” so they can rate different breakfasts in terms of how nutritious they are.

**ESTIMATED TIME:** 30 minutes

**OBJECTIVES**

1. Recognize the importance of breakfast for good health.
2. Identify breakfast foods high in vitamins, minerals and other important nutrients.
3. Understand “quick-energy” vs. “released-action” breakfast foods.
4. Become familiar with the importance of whole grains and fiber.
5. Identify a personal benefit and a barrier to eating breakfast every day.

**MATERIALS**

- Flip chart and markers
- Scissors
- Stapler
- Food items for breakfast menus: 1 banana, 1 cup of Raisin Bran cereal, 8 oz. fat-free milk, 2 graham crackers, 1 cake donut, 1 container of chocolate milk, stalk of celery, ¼ cup of hummus, 1 oz. of string cheese, three rye crackers, sweet roll, 1 hard-boiled egg, 2 slices rye bread, butter, one apple, 8-oz. container of low-fat fruit flavored yogurt
- Slice of white bread, slice of 100-percent whole-grain bread
- Pens or pencils

**RESOURCES AND HANDOUTS**

- MyPlate Graphic (page 163)
- Breakfast Blues (page 166)
- Breakfast Inspectors — Ticket Book (page 167)
- Simple Breakfast Ideas (page 164)

**ADVANCE PREPARATION**

1. Visit [Make Half Your Grains Whole](#) on the USDA’s ChooseMyPlate.gov website to find tips for eating more whole grains.

2. Write on a flip chart the descriptions of the three breakfasts described in the right-hand column of **Breakfast Blues**.
3. Arrange five breakfasts described below and place at different stations around the room. Make a sign for each indicating the items that are displayed.
  - Breakfast #1: 1 cake donut, sweet roll, chocolate milk
  - Breakfast #2: 1 oz. of string cheese, three rye crackers, one apple
  - Breakfast #3: stalk of celery, ¼ cup of hummus, 2 graham crackers
  - Breakfast #4: 1 banana, 1 cup of Raisin Bran cereal, 8 Oz. fat-free milk
  - Breakfast #5: 1 hard-boiled egg, 2 slices rye bread (with butter), 8-oz. container of low-fat, fruit-flavored yogurt
4. Download an illustration of a whole-grain kernel.
5. Copy **Breakfast Inspectors — Ticket Book** and cut apart. Staple together the pages to make a “ticket book.” Make enough copies so that each team has a five-page book.
6. Copy the **MyPlate Graphic**, one for each team.
7. Copy **Simple Breakfast Ideas**, one for each youth.
8. Select a snack to serve during the session wrap-up.

## KEY TEACHING POINTS

- Eating a nutritious breakfast is important.
- Breakfast — especially “released-action” breakfast food — gives us energy for moving through the day.
- A nutritious breakfast includes foods from three of the five food groups.
- Fiber is important because it helps move other foods through our bodies.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you know about the importance of eating breakfast? What do you want to know about the importance of eating breakfast?”
2. Point out that our bodies use energy even when asleep so, when we wake up, we have gone 10 or more hours without any food. The word “breakfast” means that we are “breaking the fast” after a long night without food — fuel our bodies need.
3. Say that eating breakfast each day can give us energy. If we start the day with a nutritious breakfast, we will have more energy for later in the day.
4. State that a nutritious breakfast includes foods from at least three food groups.

5. Point out that breakfast is a great time to eat foods from the grains group. Ask youth to name some of the breakfast foods in this group and give some examples: whole-wheat bread, whole-wheat tortillas, whole-wheat bagels, whole-wheat crackers, whole-wheat pasta, whole-wheat cereal flakes, oatmeal, brown rice and popcorn.
6. Explain whole-grain foods — foods that contain the entire grain kernel, the bran, the germ and the endosperm. Show the diagram of a whole grain kernel, show the two different bread samples and ask youth if they can see the difference in the texture.
7. Point out that grains are nutritious because they have vitamins, minerals and fiber.
8. Explain that fiber is a material found in raw fruits, vegetables and grains. Fiber is important because it helps move other foods through our bodies. Point out that eating high-fiber foods can reduce the risk of cancer and heart disease.

FIBER is a material found in raw fruits, vegetables and grains. It is important because it helps move other foods through our bodies.

9. Ask who has ever felt hungry or tired or unable to focus in the mornings. Point out that skipping breakfast can make us feel this way.<sup>2</sup>
10. State that eating a nutritious breakfast also can help us feel better — calmer and not as tired — and it is good for our overall health. Kids who eat breakfast are more likely to get along with their friends and classmates than those who do not eat breakfast.
11. Stress that some foods are better sources of sustained energy than others. Some foods release energy very quickly — giving the body a sudden burst — but then the energy drops and we feel tired. This is because they do not give us the nutrients we need to sustain energy.
12. Point out that these are “quick-energy” foods. Ask for examples. Say they these often contain added sugar — candy, cookies, fruit punch or pre-sweetened cereal.
13. Explain that the quick rush of energy has to do with how quickly foods are digested. Foods that break down slowly provide a steady source of energy over time.
14. Tell the group that these are called “released-action” foods because they have a lot of nutrients and provide energy over a longer period. These foods keep our energy level steady so that our bodies work better and our brains are more alert.
15. Ask youth to name some of these foods. Give examples: whole-grain bread, low-fat yogurt, a banana, a snack bar with whole grains, cheese and crackers and nuts.
16. Summarize the benefits of a nutritious breakfast:
  - It helps us think, listen, concentrate and remember better.
  - It helps us feel calmer and not crabby.
  - It helps us have energy throughout the morning (rather than in one big burst).
17. End by asking, “What did you learn about the importance of eating breakfast?”

### III. GROUP LEARNING ACTIVITY — BREAKFAST INSPECTORS

1. Tell group members that you are going to read three brief descriptions of youth and the behaviors they exhibit in school.
2. Draw youth's attention to the flip chart you have posted and explain that you want them to decide which of these breakfasts the individual probably had.
3. Read the first description from the left-hand column of **Breakfast Blues** and give youth a chance to select the breakfast. Repeat with the other two.
4. Divide the large group into several smaller teams.
5. Give each team a copy of **Breakfast Inspectors — Ticket Book** and a copy of the **MyPlate Graphic**. Say that their role as breakfast inspectors is to decide how nutritious the breakfasts are.
6. Explain that team members will walk to the different stations and rate the five breakfasts based on these questions:
  - Does it have foods from three of the five food groups?
  - Does it have “released-action” vs. “quick-energy” foods?
  - Does it include any foods with fiber?
7. Tell team members to decide whether the breakfast provides adequate nutrition and, if it does not, why it does not.
8. After all teams have finished their inspections, invite each to share their findings with the large group.

### IV. INDIVIDUAL APPLICATION

1. Ask youth to say what they like about eating a nutritious breakfast every day.
2. Ask youth to write down one thing that makes it easier to eat a good breakfast every day and one thing that makes it harder.
3. Ask them to think about how to change one of the things that makes it harder.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today's activity.

### VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Try something new this week from **Simple Breakfast Ideas**.
2. Have a whole-grain breakfast for cereal this week.

### ADDITIONAL RESOURCES

- Visit [ChooseMyPlate.gov](http://ChooseMyPlate.gov) for more information about the importance of whole grains.
- Download a copy of [Power Up With Breakfast](#) nutrition tip sheet for more information about the benefits of breakfast (available from the [Academy of Nutrition and Dietetics](#)).
- The [Kidnetic](#) website offers a recipe section with kid-friendly breakfast recipes.
- The [KidsHealth®](#) website offers additional information on healthy breakfasts for youth.

## CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSON FOR YOUTH AGES 13 TO 15 YEARS

**LESSON OVERVIEW**

Participants work in small teams to assess the nutritional value of various breakfast foods, comparing their calorie, fat, sodium, fiber, sugar and protein content.

**ESTIMATED TIME:** 45 minutes

**OBJECTIVES**

1. Review the benefits and importance of eating breakfast.
2. Identify breakfast foods high in vitamins, minerals and other important nutrients.
3. Recognize basic nutrients and other substances found in breakfast foods.
4. Understand the importance of fiber to a nutritious diet.
5. Identify breakfast foods high in fiber.
6. Identify a personal benefit and a barrier to eating breakfast every day.

**MATERIALS**

- Empty packages or nutrition labels for the following types of foods: breakfast cereals, breads and bread items, breakfast meats, milk products, packaged breakfast foods
- Pens or pencils

**RESOURCES AND HANDOUTS**

- Simple Breakfast Ideas ([page 164](#))
- Breakfast Food Detective ([page 168](#))

**ADVANCE PREPARATION**

1. Visit [Make Half Your Grains Whole](#) on the USDA's ChooseMyPlate.gov website to find tips for eating more whole grains.
2. Copy **Breakfast Food Detective** (one for each team).
3. Copy **Simple Breakfast Ideas**, one for each youth.
4. Download an illustration of a whole-grain kernel.
5. Select a snack to serve during the session wrap-up.

## KEY TEACHING POINTS

- Eating a nutritious breakfast helps youth concentrate better, learn more easily and make fewer mistakes.
- “Released-action” foods have nutrients that provide energy over a long period of time.
- A nutritious breakfast includes foods from three of the five food groups.
- Fiber is important because it helps move other foods through our bodies.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you already know about the importance of eating breakfast? What do you want to know about the importance of eating breakfast?”
2. Point out that our bodies use energy even when asleep so, when we wake up, we have gone 10 or more hours without any food. The word “breakfast” means that we are “breaking the fast” after a long night without food — fuel our bodies need.
3. Say that eating breakfast each day can give us energy. If we start the day with a nutritious breakfast, we will have more energy for later in the day.
4. State that a nutritious breakfast includes foods from three food groups.
5. Point out that breakfast is a great time to eat foods from the grains group. Give some examples: whole-wheat bread, whole-wheat tortillas, whole-wheat bagels, whole-wheat crackers, whole-wheat pasta, whole-wheat cereal, oatmeal and brown rice.
6. Explain whole-grain foods — foods that contain the entire grain kernel, the bran, the germ and the endosperm. Show the diagram of a whole grain kernel. Point out that whole-grain foods are nutritious because they have vitamins, minerals and fiber.
7. Explain that fiber is a material found in raw fruits, vegetables and grains. It is important because it helps move other foods through our bodies. Point out that eating high-fiber foods can reduce the risk of cancer and heart disease.

FIBER is a material found in raw fruits, vegetables and grains. It is important because it helps move other foods through our bodies.

8. Ask who has ever felt hungry or tired or unable to focus in the mornings. Point out that skipping breakfast can make us feel this way. Breakfast helps feed kids’ brains, so they can listen better in class, concentrate more, get their schoolwork done, make fewer errors, remember more and do better on tests.<sup>3</sup>

9. State that eating a nutritious breakfast also can help us feel better — calmer and not as tired — and it is good for our overall health. Kids who eat breakfast are more likely to get along with their friends and classmates than those who do not eat breakfast.
10. Stress that some foods are better sources of sustained energy. Some foods release energy very quickly — giving the body a sudden burst — but then the energy drops and we feel tired. This is because they do not give us the nutrients we need to sustain energy.
11. Point out that these are “quick-energy” foods. Ask for examples. Say that these often contain added sugar — candy, cookies, fruit punch or pre-sweetened cereal.
12. Explain that the quick rush of energy has to do with how quickly foods are digested. Foods that break down slowly provide a steady source of energy over time.
13. Tell the group that these are called “released-action” foods because they have a lot of nutrients and provide energy over a longer period. These foods keep our energy level steady, so that our bodies work better and our brains are more alert.
14. Ask youth to name some of these foods. Give examples: whole-grain bread, low-fat yogurt, a banana, a snack bar with whole grains, cheese and crackers and nuts.
15. Tell youth that a nutritious breakfast also should have a balance of nutrients — not too high in some and lacking in others. State the importance of knowing the types of nutrients common breakfast foods offer.
16. Review the basic nutrition terms with the group:
  - *Fats* are nutrients that promote healthy skin and normal cell growth, and help carry vitamins to wherever they are needed in the body.
  - *Sodium* helps balance the movement of fluid in and out of cells and helps to regulate blood pressure.
  - *Fiber* is a material found in raw fruits, vegetables and grains that helps to move other foods through the body.
  - *Sugars* occur naturally in foods like fruit, milk and honey. Sugar also may be added to foods.
  - *Proteins* are the nutrients our bodies need to build and repair cells and tissue. They also help fight disease and provide energy.
17. End by asking, “What did you learn about the importance of eating breakfast?”

### III. GROUP LEARNING ACTIVITY — BREAKFAST FOOD DETECTIVE

1. Divide the large group into five smaller teams.
2. Distribute copies of **Breakfast Food Detective** and assign each team a category:
  - breakfast cereals;
  - grains and breads;
  - breakfast meats;
  - milk products; and
  - packaged breakfast foods.
3. Instruct youth to study the food labels on the packages to identify the following:
  - calories;
  - fat;
  - sodium;
  - fiber;

- sugars; and
  - protein.
4. Demonstrate how to find these items on a food label. Explain that most nutrients are measured in grams, also written as “g.” Other information on the label is given in percentages; this is an estimate of how much of each nutrient kids and adults should get every day to have a nutritious diet.
  5. Ask teams to fill in the chart, indicating items they are comparing in their groups.
  6. Invite teams to present to the large group, describing which food they consider the most nutritious (and why).

#### IV. INDIVIDUAL APPLICATION

1. Ask youth to identify a benefit of eating a nutritious breakfast that they heard about today (the one that is most important to them).
2. Ask them to jot down what gets in the way of eating a nutritious breakfast (nutritious food not available, not really hungry, afraid of weight gain, not enough time, etc.).
3. Invite them to think about one thing they could change to address this barrier.

#### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today’s activity.

#### VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Try something new this week from **Simple Breakfast Ideas**.
2. Have a whole-grain breakfast for cereal this week.

#### ADDITIONAL RESOURCES

- Visit [ChooseMyPlate.gov](http://ChooseMyPlate.gov) for more information about the importance of whole grains.
- Download a copy of [Power Up With Breakfast](#) nutrition tip sheet for more information about the benefits of breakfast (available from the [Academy of Nutrition and Dietetics](#)).
- The [Kidnetic](#) website offers a recipe section with kid-friendly breakfast recipes.
- The [KidsHealth®](#) website offers additional information on healthy breakfasts for youth.

#### CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today’s snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## LESSON FOR YOUTH AGES 16 TO 18 YEARS

**LESSON OVERVIEW**

Working in groups of three, participants read scenarios about youth who experience barriers to eating a nutritious breakfast, and they brainstorm ideas for actions the individual could take to “bust” the breakfast barrier.

**ESTIMATED TIME:** 45 minutes

**OBJECTIVES**

1. Review the benefits and importance of eating breakfast.
2. Identify breakfast foods high in vitamins, minerals and other important nutrients.
3. Understand the importance of fiber to a nutritious diet.
4. Identify breakfast foods high in fiber.
5. Explore common barriers to eating a nutritious breakfast every day.
6. Identify a personal benefit and a barrier to eating breakfast every day.

**MATERIALS**

- Pens or pencils

**RESOURCES AND HANDOUTS**

- Simple Breakfast Ideas (page 164)
- Busting Breakfast Barriers (page 169)

**ADVANCE PREPARATION**

1. Visit [Make Half Your Grains Whole](#) on the USDA's ChooseMyPlate.gov website to find tips for eating more whole grains.
2. Copy **Busting Breakfast Barriers** (one for each team).
3. Copy **Simple Breakfast Ideas**, one for each youth.
4. Download an illustration of a whole-grain kernel.
5. Select a snack to serve during the session wrap-up.

**KEY TEACHING POINTS**

- Eating a nutritious breakfast can help youth concentrate better, learn more easily and make fewer mistakes.
- “Released-action” foods have essential vitamins, minerals and fiber that provide nutrients for the body and give energy over a long period of time.
- A nutritious breakfast includes foods from three of the five food groups.
- Fiber is important because it helps move other foods through our bodies.

## LEADING THE ACTIVITY

### I. GET-MOVING EXERCISES

Select a Get-Moving Exercise from the list (on [page 16](#) in the Implementation Manual) and keep group members moving for 10 minutes. Tell the group that kids need to do some physical activity for 60 minutes every day and that this exercise is one example of what they can do.

### II. INTRODUCTION

1. Begin by asking, “What do you already know about the importance of eating breakfast? What do you want to know about the importance of eating breakfast?”
2. Point out that our bodies use energy even when asleep so, when we wake up, we have gone 10 or more hours without any food. The word “breakfast” means that we are “breaking the fast” after a long night without food — fuel our bodies need.
3. Say that eating breakfast each day can give us energy. If we start the day with a nutritious breakfast, we will have more energy for later in the day.
4. State that a nutritious breakfast includes foods from three food groups.
5. Point out that breakfast is a great time to eat foods from the grains group. Give some examples: whole-wheat bread, whole-wheat tortillas, whole-wheat bagels, whole-wheat crackers, whole-wheat pasta, whole-wheat cereal, oatmeal and brown rice.
6. Explain that whole-grain foods contain the entire grain kernel, the bran, the germ and the endosperm. Show the diagram of a whole grain kernel.
7. Point out that they are nutritious because they have vitamins, minerals and fiber.
8. Explain that fiber is a material found in raw fruits, vegetables and grains. It is important because it helps move other foods through our bodies. Point out that eating high-fiber foods can reduce the risk of cancer and heart disease.

FIBER is a material found in raw fruits, vegetables and grains. It is important because it helps move other foods through our bodies.

9. Ask who has ever felt hungry or tired or unable to focus in the mornings. Point out that skipping breakfast can make us feel this way. Breakfast helps feed kids’ brains, so they can listen better in class, concentrate more, get their schoolwork done, make fewer errors, remember more and do better on tests.<sup>4</sup>
10. State that eating a nutritious breakfast also can help us feel better — calmer and not as tired — and it is good for our overall health. Kids who eat breakfast are more likely to get along with their friends and classmates than those who do not eat breakfast.
11. Stress that some foods are better sources of sustained energy than others. Some foods release energy very quickly — giving the body a sudden burst — but then the energy drops and we feel tired. This is because they do not give us the nutrients we need to sustain energy.
12. Point out that these are “quick-energy” foods. Ask for examples. Say they these often contain added sugar — candy, cookies, fruit punch or pre-sweetened cereal.

13. Explain that the quick rush of energy has to do with how quickly foods are digested. Foods that break down slowly provide a steady source of energy over time.
14. Tell the group that these are called “released-action” foods because they have a lot of nutrients and provide energy over a longer period. These foods keep our energy level steady, so that our bodies work better and our brains are more alert.
15. Ask youth to name some of these foods. Give examples: whole-grain bread, low-fat yogurt, a banana, a snack bar with whole grains, cheese and crackers and nuts.
16. Ask why, if we know breakfast is important, many people still skip it. Ask youth what their reasons are for not always eating breakfast.
17. Point out that some of the reasons kids do not eat breakfast are:
  - They are not hungry when they wake up.
  - They do not have time.
  - There is “nothing to eat.”
18. End by asking, “What did you learn about the importance of eating breakfast?”

### III. GROUP LEARNING ACTIVITY — BUSTING BREAKFAST BARRIERS

1. Ask youth to form into small groups of three.
2. Distribute **Busting Breakfast Barriers** and ask teams to select one scenario.
3. Instruct them to work together to come up with several ideas for actions the individual could take to bust the breakfast barrier.
4. Once they identify three actions, ask teams to think of a nutritional breakfast this individual could eat, along with a plan for where and when she or he could eat it.
5. Remind teams to include foods from at least three food groups and to include a high-fiber option, if possible.
6. Invite teams to present their ideas to the large group.

### IV. INDIVIDUAL APPLICATION

1. Ask youth to identify a benefit of eating a nutritious breakfast that they heard about today (the one that is most important to them).
2. Ask them to jot down what gets in the way of eating a nutritious breakfast (nutritious food not available, not really hungry, afraid of weight gain, not enough time, etc.).
3. Invite them to think about one thing they could change to address this barrier.

### V. SNACK TIME

1. Instruct group members to wash their hands.
2. Serve the snack you have selected for today.
3. While youth are snacking, ask them to share what they remember most from today’s activity.

### VI. TAKE-HOME CHALLENGES

Challenge group members to do one of these activities before you meet again:

1. Try something new this week from **Simple Breakfast Ideas**.
2. Have a whole-grain breakfast for cereal this week.

## ADDITIONAL RESOURCES

- Visit [ChooseMyPlate.gov](http://ChooseMyPlate.gov) for more information about the importance of whole grains.
- Download a copy of [Power Up With Breakfast](#) nutrition tip sheet for more information about the benefits of breakfast (available from the [Academy of Nutrition and Dietetics](#)).
- The [Kidnetic](#) website offers a recipe section with kid-friendly breakfast recipes.
- The [KidsHealth®](#) website offers additional information on healthy breakfasts for youth.

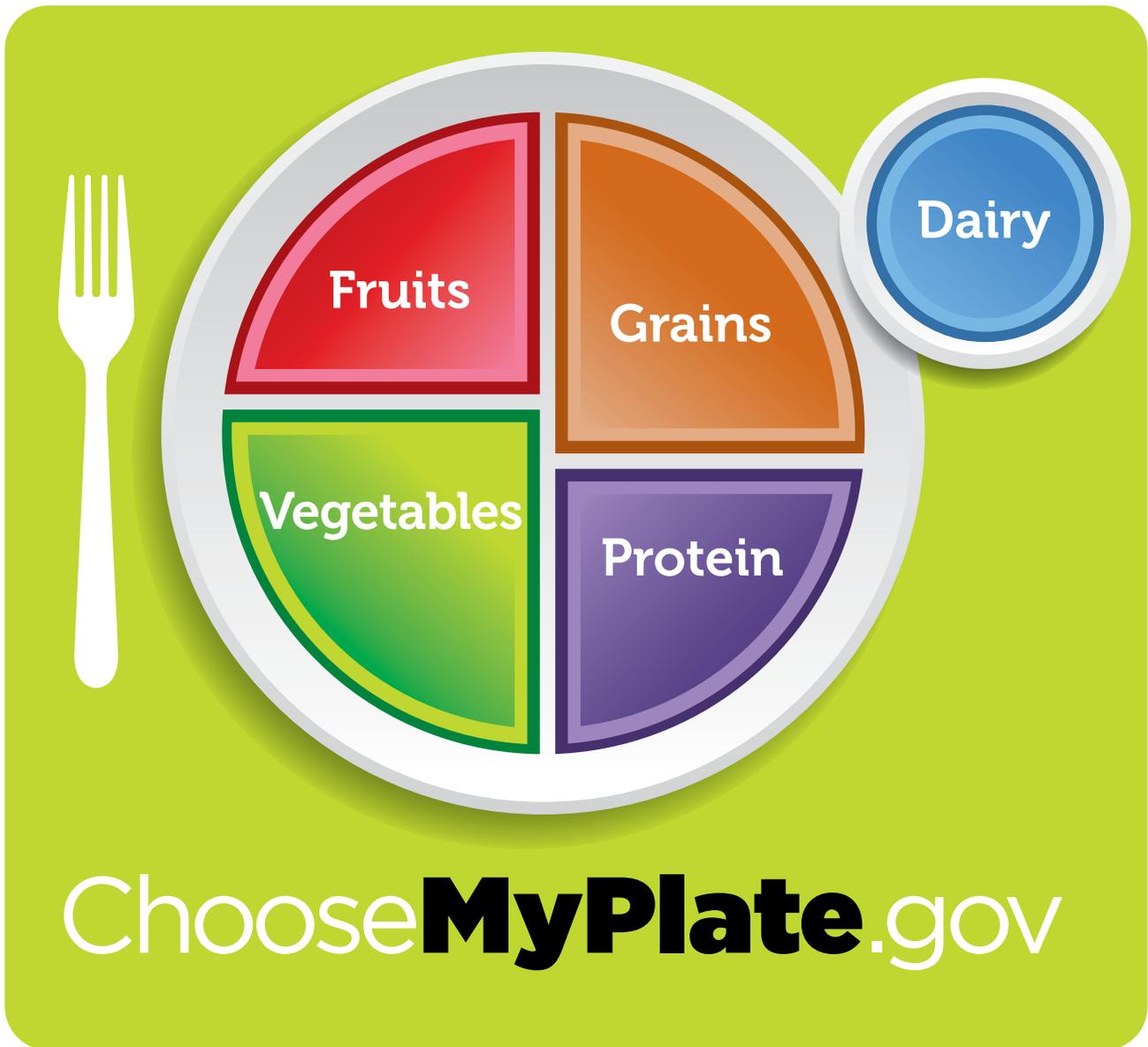
### CLEANLINESS AND FOOD ALLERGIES

Instruct group members to wash their hands with hot, soapy water for about 20 seconds to remove germs before snack time or handling food.

Before distributing food, ask whether anyone is allergic to ingredients in today's snack. The major food allergens are milk, eggs, fish, shellfish, nuts, wheat, peanuts and soybeans.

## RESOURCES AND HANDOUTS

## MYPLATE GRAPHIC



Source: ChooseMyPlate.gov, [http://www.choosemyplate.gov/images/MyPlateImages/JPG/myplate\\_green.jpg](http://www.choosemyplate.gov/images/MyPlateImages/JPG/myplate_green.jpg).

## SIMPLE BREAKFAST IDEAS

Looking for simple breakfast ideas? Here are some easy-to-make breakfasts that include foods from at least three of the food groups, and are high in vitamins, minerals and other nutrients your body needs.

- a carton of yogurt mixed with raisins and sunflower seeds
- fruit smoothie (made with low-fat yogurt, low-fat milk and fresh fruit), bagel
- a whole-wheat tortilla rolled with beans and low-fat cheese
- a granola bar, piece of fruit and milk
- cereal, milk and banana slices
- peanut butter, banana and raisins on whole-wheat toast and juice
- a yogurt drink, fruit and a handful of nuts
- whole-grain toast, bagel or English muffin with sliced cheese and tomato
- instant oatmeal made with milk and dried cranberries
- a cheese stick, an apple and a few crackers
- a frozen waffle or pancake with applesauce or peanut butter and milk
- a PBJ (peanut butter and jelly), turkey or cheese sandwich, and milk or juice
- a bran muffin, a hardboiled egg, and milk or juice
- breakfast taco (shredded cheese on a tortilla, folded and microwaved, with salsa)
- apple butter mixed with cottage cheese and milk
- fruit and cream-cheese sandwich (with strawberries or other fresh fruit) and milk
- fresh fruit salad with walnuts and low-fat yogurt or grated low-fat cheese
- leftover veggie pizza, macaroni and cheese, or meatloaf with milk or juice
- whole-grain bagel with cream cheese and sliced bananas
- low-fat cheese, fruit and whole-wheat crackers
- wheat toast, yogurt and an apple
- ham and cheese sandwich, chocolate milk
- baby carrots, bagel and mozzarella cheese stick

## WHAT'S GOOD ABOUT BREAKFAST?

Here are some reasons it is so important to eat a nutritious breakfast every day. Which of these reasons is most important to you?

1. Kids who eat breakfast can listen better in class than kids who do not.
2. Kids who eat a good breakfast have more energy than kids who skip breakfast.
3. Eating a nutritious breakfast helps you get foods from several different food groups.
4. Breakfast gives you nutrients, the things your body needs to grow, have energy and stay healthy.
5. Eating a good breakfast helps you feel better throughout the day.
6. Eating a nutritious breakfast every day makes it easier to get your schoolwork done.
7. Kids who eat breakfast may make fewer errors than kids who skip breakfast.
8. Breakfast tastes great and is fun to eat!<sup>5</sup>

## BREAKFAST BLUES

Names	Breakfasts
<p><b>Case Study #1 – Doreen</b></p> <ul style="list-style-type: none"> <li>• Doreen has good concentration throughout the day.</li> <li>• She scores well on tests.</li> <li>• She gets along well with most of her classmates.</li> <li>• She catches on quickly.</li> </ul>	<p><b>Breakfast A</b></p> <p>Nothing</p>
<p><b>Case Study #2 – William</b></p> <ul style="list-style-type: none"> <li>• William has a lot of energy during the first hour of school.</li> <li>• From 10 a.m. until lunch, he has trouble concentrating.</li> <li>• He often seems anxious or nervous.</li> </ul>	<p><b>Breakfast B</b></p> <p>A bowl of whole-grain cereal Banana Milk</p>
<p><b>Case Study #3 – Kenneth</b></p> <ul style="list-style-type: none"> <li>• Kenneth is better able to learn in the afternoon than the morning.</li> <li>• He often complains of stomach-aches during morning classes.</li> <li>• He can be irritable and get into arguments with his classmates.</li> </ul>	<p><b>Breakfast C</b></p> <p>Cinnamon roll Chocolate milk</p>

Source: Adapted from Bridges to Wellness: Making Breakfast Count, School Nutrition Foundation and the National Dairy Council. visit <http://www.FuelUpToPlay60.com> for more information about healthy eating and physical activity.

## BREAKFAST INSPECTORS — TICKET BOOK

### BREAKFAST MENU INSPECTION

As breakfast inspectors, you have to decide if this menu should receive a “check/okay” or a ticket for not following the rules for a nutritious breakfast.

- Does this breakfast have foods from **three of the food groups**?
- Does it give **long-lasting** energy instead of just **quick** energy?
- Does it have **foods with fiber**?
- Does this meal follow the rules for **a nutritious breakfast**?

If you did not check all the boxes, how could this menu be improved to avoid a ticket next time?

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## BREAKFAST FOOD DETECTIVE

Compare the different items on the food labels to identify which foods are the most nutritious. Watch out for the following for the category your group is evaluating:

- **Breakfast cereals** — Many ready-to-eat cereals are high in added sugars. Which of the ones you are evaluating has the most nutrients and the least sugar? Which contain the most fiber?
- **Grains and breads** — Just because bread is dark does not mean it has a lot of fiber. Compare the fiber content of different breads, including those simply labeled “wheat.”
- **Breakfast meats** — Breakfast meats differ in the amount of fat, calories and sodium they contain. Compare these items on the food labels for various breakfast meats.
- **Milk** — Some milk products are high in fat, even though they provide a valuable nutrient called calcium. Pay special attention to the fat content in different milk products.
- **Packaged breakfast foods** — Pop-tarts, breakfast bars, muffins, pastries and donuts can be high in fat, sodium and sugar. Compare these items on the food labels for this group.

Category \_\_\_\_\_

Food Product	Calories	Fat	Sodium	Fiber	Sugars	Protein

## BUSTING BREAKFAST BARRIERS

### Barrier #1 — Not Hungry for Breakfast

Doreen likes to eat a snack in the evening after dinner, so when she wakes up she is never very hungry. When she gets up an hour early for swimming practice, she especially does not want to eat right before doing a strenuous swim. But when she gets to school, she is very hungry, but then it is too late.

What can Doreen do to eat a nutritious breakfast each morning?

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### Barrier #2 — No Time for Breakfast

Michael stays up very late, sometimes until midnight. When the alarm goes off at 6:30, he keeps hitting the snooze button. By the time he actually gets out of bed, there is barely enough time to get ready for school, let alone eat breakfast. He is hungry all morning, but there is just no time for breakfast.

What can Michael do to include a nutritious breakfast in his schedule?

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### Barrier #3 — Nothing Good To Eat for Breakfast

Carolyn gets up in time for breakfast every day and is hungry when she wakes up. But there is never anything good to eat in the house, just some really boring cereal her mother likes to eat. She would eat breakfast if she could figure out something good to eat.

What can Carolyn do to make sure she has a nutritious breakfast in the morning?

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Source: Adapted from Bridges to Wellness: Making Breakfast Count, School Nutrition Foundation and the National Dairy Council. visit <http://www.FuelUpToPlay60.com> for more information about healthy eating and physical activity.